DOCUMENT RESUME

ED 211 852 CE 031 277

TITLE	Student Organizations--FBLA Projects and Activities Relating to Free Enterprise.
INSTITUTION	Western Kentucky Univ., Bowling Green.
SPONS AGENCY	Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
PUB DATE	Jun 81
NOTE	187p.
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Business Education; *Economics; *Extracurricular Activities; Planning; Program Administration; Program Development; Secondary Education; Secondary School Students; *Student Organizations; *Student Projects
IDENTIFIERS	*Economic Awareness; *Free Enterprise System; Future Business Leaders of America; Phi Beta Lambda

ABSTRACT

This guide for Future Business Leaders of America and Phi Beta Lambda chapters describes 25 economic awareness projects/activities to create awareness of the free enterprise economic system. Introductory materials include suggestions for project planning and management and a worksheet for planning activities and projects. The projects/activities follow a standard outline providing the following information: proposed activity, project objectives, project targets, activity evaluation, methods, materials, expenses, supporters, activity management, time frame, and follow-up. Length and complexity of projects vary. Titles are Free Enterprise Polls and Quizzes, Inflation Information, Mini Free Enterprise Fair, Understanding Local Business Through Surveys, Free Enterprise Debates, Local Cost of Living Index, Cost of Living Simulation, Economic Awareness for Elementary School Students, Student's Guide to Free Enterprise--A Resource, Free Enterprise Week, Business Appreciation Activities, Organize a Credit Union, Energy and the Economy, Organize Your Next Fund Raiser into a Company, Understanding Business Series, Cost of Public Services, Free Enterprise Calendar, Worker Productivity, Student Directory--Free Enterprise Promotion, Advertising Awareness, Tax Service Project, Chapter Investment, Local Business Success/Failure Studies, Taxes Awareness Project, and Free Enterprise Fair. Other sections contain other project and activity ideas, sources of audiovisual materials and additional information, and bibliography. (YLB)

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STUDENT ORGANIZATIONS - FBLA PROJECTS AND ACTIVITIES RELATING TO FREE ENTERPRISE

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Western Kentucky University
June, 1981

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Printed with State and Federal Funds

ACKNOWLEDGEMENTS

I am especially grateful to Mr. Lee Cantrel, Executive Secretary of Kentucky Future Business Leaders of America, to Mrs. Kitty Davis, Adviser of the South Hopkins High School FBLA Chapter, Nortonville, Kentucky, and to the chapters of FBLA whose advisers participated in the workshop that produced this collection of materials.

The following participants in a Western Kentucky University workshop contributed the materials for this manual:

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Mr. Cantrel and Mrs. Davis conducted workshop sessions, shared ideas, and provided materials for incorporation into this manual.

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INTRODUCTION

F.B.L.A. and Phi Beta Lambda chapters across the United States have for many years engaged in projects and activities designed to create greater awareness of our free enterprise economic system. Beginning with PROJECT AWARENESS in 1976, a project conceived and developed initially by National PBL President Tommy Cole, chapters began educating themselves, their fellow students, and the general public about the merits of our economic system.

The national office of FBLA-PBL has served as a clearing house for materials. Ideas about projects and activities abound. The Amoco Awards for Achievement in Business Advocacy brought a new spark of enthusiasm to these projects. However, many chapters have never participated in Project Awareness, business advocacy, or free enterprise projects and activities.

In Kentucky, and probably in other states as well, members and advisers still ask: "What can we do?" and "How do we get started?" Participants in a "Problems in Business Education" workshop at Western Kentucky University attempted to answer these questions by developing this guide.

Twenty-five projects/activities are described in detail. They follow a somewhat standard outline and offer step-by-step suggestions for carrying out projects. The length and complexity of the projects vary from a one-day activity that could be planned in a short period of time to a complex "Free Enterprise Fair" that would take a year to plan and execute and would need the assistance and backing of other community groups.

In addition, four other sections of this report contain invaluable information that should be helpful to groups considering free enterprise awareness projects:

(1) Other Projects and Activity Ideas
(2) Sources of Free Enterprise Information
(3) Bibliography
(4) Free Enterprise Audio-Visual Materials

Most of the material in this report originated in FBLA or PBL chapters, in other organizations, in the FBLA-PBL national office, or in materials which have been published on the subject of free enterprise. Many of these projects have been described in TOMORROW'S BUSINESS LEADER or other national office publications.

This is merely an attempt to pull it all together into a single guide for economic awareness projects and activities. Credit lines may be incorrect in some instances since innovative concepts are often the product of group thinking. The purpose, however, of this publication, is to share information in a single source. We hope that chapters will use it for that purpose.

GENERAL SUGGESTIONS FOR PLANNING AND MANAGING ECONOMIC AWARENESS PROJECTS

Project Objectives. The objectives of economic awareness projects and activities are to create an awareness of the free enterprise (sometimes called private enterprise or capitalism) economic system--its foundation, the principles upon which it functions, the freedoms and advantages it provides for citizens, and the forces which threaten its continued existence.

"Target" refers to the group toward which activities are directed. Ask yourselves this question: Whose economic understanding and awareness do we hope to improve by conducting this project?

Project Targets. Initially, the target for learning experiences and activities should be the chapter members. Unless members have a grasp of at least some fundamental concepts about our economic system, they should not embark upon a program for others. Chapter officers who have been exposed to economic awareness programs at summer camp or officer training conferences may be able to conduct chapter education and awareness programs. Such efforts may be supported by films, guest speakers, or panel discussions as chapter programs. Business department faculty members may be willing to supplement a chapters' self education program by including classroom materials, units of study, and special programs which highlight the foundations of the American free enterprise system.

After the chapter members are aware of and comfortable with economic terms, other projects may be targeted for other student groups or the community.

Economic Concepts. Try to identify the economic facts, concepts, ideas or principles which will be emphasized by the project. A single concept and a relatively simple idea may be easier to deal with than complex economic theory. Projects which limit the number of complicated ideas or reduce a complex idea to easy-to-understand layman's terms are more successful.

Some examples of concepts which are stressed in the projects in this guide are:

Profit as an incentive for risk
Capital
Risk
Competition
Inflation
Alternative economic systems
Market, competitive market
Private property
Economic freedom
Role of government
Economic cost of regulation
Freedom cost of regulation
Standard of living
Comparative cost (in work hours) of necessities
Freedom
Entrepreneurship

If you cannot identify an economic concept which your target will better understand after your project is completed, or if your project will not identify the level of understanding of some economic concept, then you need to rethink the nature of your activity and its targets.

Activities. Any activity that is educational for some target group is acceptable. Don't think too big when brainstorming ideas for projects and/or activities. A series of small, independent activities may be as educational as a huge, complicated project. Your own chapter members' ideas and the ideas presented in this guide should give you unlimited possible activities. Advisers' guidance and direction will help to evaluate alternatives. The basic criterion against which every activity should be measured is:

> "Will this activity create a better understanding and appreciation of our economic system among the target group?"

Many activities provide noble and worthwhile gestures for individuals and groups, but they don't rate under this criterion. You may take up a collection and buy holiday food baskets for deserving people, but this is not likely to make a significant contribution to economic understanding. Most of us know that deserving people exist and that some of us feel an obligation to help them.

Plan community service projects, because that is a fundamental goal of FBLA and PBL; but don't confuse them with economic education projects.

Once the basic criterion is satisfied, other criteria will help you select from alternative activities: number of people served, cost and member time required, relationship to program of work, satisfaction of chapter goals, etc.

Methods, Materials, and Expenses. The chapter or a project committee should carefully analyze proposed activities and decide how the activity will be carried out, what materials will be needed, and probable expenses. Some activities described in this guide actually generate revenue.

Business student groups should be smart enough to pay their own expenses or earn their own expenses. Don't beg local businesses for money to carry out a project. If they applaud your efforts and offer contributions, use it to good advantage, but business people are more impressed when you ask them for their knowledge, expertise, advice, and cooperation than when you seek a handout.

Various groups' support may be desirable or necessary: the school administration, the local Chamber of Commerce, professional groups, etc.

Follow Up and Evaluation. Some method of measuring the impact of the activity is desirable. Surveying the target group, supporting groups, and members who participated in the activity is one method of accomplishing this. Feedback, even when it is negative, is valuable in planning future activities.

Competition. Once a project or a series of activities is complete, submit reports of that activity for competition. The Future Business Leaders of America - Phi Beta Lambda Competitive Events Program rewards excellence in this type of activity under the following categories:

Achievement in Business Advocacy
Money Management Project (FBLA only)
National Advisory Council Leadership Awards
Outstanding Project
Community Service Project (PBL only)

In addition many other groups sponsor competitive events for economic education projects. Two such groups are Students in Free Enterprise and Freedoms Foundation at Valley Forge (Valley Forge, PA 19481). Chapters are encouraged to seek directions for competition from these gruops.

WORKSHEET FOR PLANNING ACTIVITIES AND PROJECTS

Proposed Activity (In general terms what is the proposed activity which will improve knowledge of and understanding of our economic system?) ____

____

____

____

Project Objectives (What do you hope to accomplish? Behavioral objectives are good, but don't limit yourself to these. Be as specific as possible.) Examples: (1) After completion of this project, every member of this chapter will be able to identify three risks faced by small businesses. (2) When this project is complete, the students in our school will better understand the freedoms that they enjoy because our economic system is relatively free.

____

____

____

____

Projects Targets (What group is the major target for this activity?)

_____ members of ______________________ chapter.
_____ students in ____________________________ program(s).
_____ all students at ______________________________ school.
_____ students in ________ grade at ______________________ school.
_____ the general public ______________________.
_____ employees of _________________________________.
_____ other: ____

Activity Evaluation

Will this activity create a better understanding of and appreciation of our economic system among the target group?

_____ yes

_____ no

If yes, how?

What knowledges, concepts, or understandings will be improved?

How does this activity compare with alternative activities in satisfying the

Methods

What will you do?

____

____

____

____

Materials

What materials will you need, and where will you get them?

____

____

____

Expenses

Will the project/activity generate any revenues? What expenses do you anticipate? How will you finance the expenses? ____________________

____

Supporters (What individuals or groups will be approached to support these activities?)

Activity Management (List committee or committees needed and members who are willing to work. Include public relations activities, news releases, and writing report(s) necessary.)

Time Frame (List target dates for completion of the various phases of the activity.)

Follow-Up (How will the activity be evaluated?)

Chapter 1

FREE ENTERPRISE POLLS AND QUIZZES

By Paula York

TARGETS

chapter members
business students
all high school students
junior high students
business and community

ECONOMIC CONCEPTS

Any Free Enterprise Concepts

DESCRIPTION

This is a collection of quizzes, puzzles, opinion polls, pre-tests, and post-tests pertaining to the Free Enterprise Economic system.

Some possible applications follow and chapters may choose the activity which fits a project on which they are working.

1. Any free enterprise activity could be started with a pre-test, and then after the project is completed, give the post-test to determine effectiveness of the activity.

2. Include a quiz in the school newspaper for general interest or make it a contest, giving a prize to the first student who completes it and turns it in (or a drawing among those who completed it).

3. Pass out quizzes to business classes.

4. Give quizzes to junior high students to introduce them to the term free enterprise.

5. Use a quiz or puzzle to introduce a program on free enterprise.

6. Have placemats printed with search-and-find puzzles about free enterprise and distribute in local restaurants during FBLA week.

7. When giving a program for a community organization, begin by using a quiz and then tell how FBLA is helping educate the school community about free enterprise.

8. Have a teacher-takes-a-test day and let FBLA members give the faculty members an economic quiz.

9. Use the opinion polls in the school or community and publish results in local newspapers.

METHODS AND MATERIALS

A 1977 National Opinion Survey

(Taken from 20,000 randomly-selected college students, high school teachers, and junior college and university professors.)

Summary of Major Conclusions

1. Less than 9% of all students and faculty understand well the meanings of basic economic terms like "free market," "mixed economic system," and "collectivistic system."

2. Only one out of five holds views consistent with free market principles.

3. The opinions of college students toward the free market remain largely unchanged since 1973.

4. High school and college instructors are nearly as unfavorable to the free market as are students.

National Student Opinions

Only 16% of all students are consistently pro-free market. Another 28% are consistently anti-free market.

About 37% do not think individual liberty is in peril when the government is given more power, and . . .

67% of the students do not believe in a strictly limited government.

More students are worried about connections between business and government (57%) than are worried about connections between labor unions and government (42%).

Almost three-quarters of all students think there would be many large monopolies in a free market, yet 55% of these students say government is the cause of today's monopolies.

About 65% think the government "should legislate that which is for your own good"(paternalism), yet 78% of these students do not think the government should outlaw actions which do not threaten the life, liberty, or property of others.

This means that at least 43% of these students (the excess of 65% + 78% over 100%) hold contradictory views on these points--and the percentage may be much higher.

A further contradiction shows in that a full 70% of the students believe it is permissible for the government to force people to belong to a welfare security program.

This may stem from their belief (held by 87%) that the free market cannot adequately take care of those now on welfare.

Regarding the energy crisis, only 30% of the students think private enterprise can do a better job than government in allocating present energy supplies and in finding new energy resources.

Only 47% think the private enterprise system can deliver gas and electric power more efficiently than government, and only 43% of the students do NOT want to nationalize the oil companies.

Opinion Survey

Please answer yes or no to the following questions:	YES	NO
1. Do you think individual liberty is in peril when the government is given more power?	___	___
2. Do you believe in limiting the power of government?	___	___
3. Are you worried about connections between business and government?	___	___
4. Are you worried about connections between labor unions and government?	___	___
5. Do you think there would be many large monopolies in a free market?	___	___
6. Do you think the government is the cause of today's monopolies?	___	___
7. Do you think the government "should legislate that which is for your own good"?	___	___
8. Do you think the government should outlaw actions which do not threaten the life, liberty, or property of others?	___	___
9. Do you think it is permissible for a government to force people to belong to a welfare security program?	___	___
10. Do you think the free market system can adequately take care of those now on welfare?	___	___
11. Do you think private enterprise can do a better job than government in allocating present energy supplies and in finding new energy resources?	___	___

12. Do you think the private enterprise system can deliver gas and electric power more efficiently than the government? ____ ____

13. Do you think the oil companies should be nationalized? ____ ____

Free Enterprise Word Scramble

Unscramble the following words that are important to an understanding of our American free enterprise system.

rigefn enebitfs ____________________

lcatapi ____________________

monciceo ____________________

decuopre ____________________

tenreserip ____________________

tubiidstre ____________________

tiforp ____________________

tarmek ____________________

ripce ____________________

secorures ____________________

barlo ____________________

noitpetimoc ____________________

nrdealp ____________________

dariittnlao ____________________

(Source: DECA Related Services, Inc., 1908 Association Dr., Reston VA 22091.)

Inflation Search-And-Find Puzzle

Draw a circle around the words in the Search-And-Find puzzle below to fill in the blanks of the statements below. Words may be found spelled across, vertically, or diagonally.

L	O	Y	H	G	R	E	V	D	T	U	W	B	M	C	D	J	M
D	R	Y	O	I	I	A	L	J	F	N	C	S	N	O	P	F	O
R	E	A	S	E	N	N	V	B	N	O	L	R	T	S	F	I	N
C	I	Z	A	I	L	C	C	G	F	E	W	E	R	S	F	K	E
K	Q	N	A	G	H	K	O	R	F	I	M	V	C	X	Z	O	Y
A	E	F	F	H	Y	U	L	M	E	O	X	A	S	T	U	V	S
N	S	F	F	L	O	W	E	R	E	A	W	E	S	D	F	I	U
I	U	N	M	O	A	C	D	E	I	F	S	G	D	H	K	M	P
U	P	D	O	W	N	T	W	O	C	J	L	I	L	E	A	S	P
O	P	T	E	D	F	M	I	D	D	L	E	I	N	C	Z	I	L
T	L	P	M	A	M	S	G	O	L	D	J	D	B	G	L	C	Y
W	Y	F	O	N	E	K	L	I	N	F	L	A	T	E	G	F	D
O	F	I	R	X	P	R	I	C	E	S	R	I	S	E	E	A	C
W	B	G	E	W	A	V	E	D	E	C	R	E	A	S	I	N	G

1. A period of rising prices is called ____________________.

2. When a society's money supply grows much more slowly than its production, _______________ _______________.

3. During a period of inflation, each dollar purchases _________ goods and services.

4. One way to influence the rate of inflation is to control the ___________ _____________.

5. Inflation is the number _______ problem facing Americans today.

6. Root cause of inflation is government's increase in the money ____________.

7. There has been least inflation when money was based on ______________.

8. The burdens of inflation tend to fall more heavily on those who live on ____________________ incomes.

9. During inflationary times, prices will come up faster than ___________.

10. Inflation over an extended period of time can affect people's security by ____________ the value of money.

Seek-A-Word

Hidden in the puzzle below are 26 terms related to a Free Enterprise Economy. Circle the terms you can locate. (Some letters may be used in more than one word.)

F	P	U	N	O	I	T	I	T	E	P	M	O	C	M
R	R	S	O	S	U	G	O	O	D	S	D	N	A	L
E	O	E	S	O	E	T	T	T	E	U	I	S	P	R
E	D	O	E	R	M	L	Q	A	M	Z	N	O	I	S
D	U	W	R	E	O	U	L	L	A	B	O	R	T	O
O	C	N	V	S	N	I	O	I	N	T	I	I	A	P
M	T	E	I	O	E	T	U	T	D	S	T	G	L	P
S	I	R	C	U	Y	S	E	A	R	N	A	H	I	O
W	V	S	E	R	O	I	T	R	P	W	L	T	S	R
P	I	H	S	C	O	M	U	I	P	O	F	S	M	T
L	T	I	U	E	M	O	W	A	M	R	N	S	A	U
H	Y	P	Y	S	M	N	U	N	O	K	I	E	R	N
R	I	U	O	O	P	O	W	E	R	I	W	S	K	I
M	B	O	W	E	I	C	S	U	P	P	L	Y	E	T
P	R	I	V	A	T	E	P	R	O	P	E	R	T	Y

TERMS

- Buy
- Capital
- Capitalism
- Competition
- Demand
- Economist
- Freedoms
- Free Enterprise
- Goods
- Inflation
- Labor
- Land
- Market
- Money
- Opportunity
- Ownership
- Power
- Private Property
- Productivity
- Resources
- Rights
- Sell
- Services
- Supply
- Totalitarian
- Work

Note to Teacher: It is your decision to determine whether your students will need the terms with the puzzle.

Free Enterprise Quiz

Write T or F in the blank at the left to indicate whether the statement is True or False.

_____ 1. Not everyone can begin the practice of freedom whenever he chooses to do so.

_____ 2. Man must have the right of choice, even to choose wrong, if he shall ever learn to choose right.

_____ 3. It is by legislation, not morals, that states are well directed.

_____ 4. The only way to avoid responsibility for another's mistakes is to allow him the full glory and reward of being right, as well as the full dishonor and penalty of being wrong.

_____ 5. All growth depends upon activity. There is no development physically or intellectually without effort, and effort means work.

_____ 6. Innovation, invention, change, all depend on the freedom of the individual to stand on his own feet.

_____ 7. Progress is always made by those who follow the crowd.

_____ 8. Learning gives us a fuller conviction of the imperfections of our nature; which one would think, might dispose us to modesty; for the more a man knows, the more he discovers his ignorance.

_____ 9. Property is the fruit of labor.

_____ 10. Open the doors of opportunity to talent and virtue, and they will do themselves justice and property will not be in bad hands.

_____ 11. The man who is permitted to own is owned.

_____ 12. Price equates the wanting of things with the supplying of things.

_____ 13. There is in the market economy no other means of acquiring and preserving wealth than by supplying the masses in the best and cheapest way with all the goods they ask for.

_____ 14. There's no better way to serve consumers than to reward and encourage producers.

_____ 15. Multiplying wealth is by far the most inefficient way to help the poor.

_____ 16. Workers who use their organized power to frustrate production tend to cut off their only avenue to progress.

_____ 17. Experience should teach us to be most on our guard to protect liberty when the government's purposes are beneficient.

_____ 18. It is hardly lack of due process for the government to regulate that which it subsidizes.

_____ 19. Power over a man's subsistence is power over his will.

_____ 20. Keep a man from exercising his mind, his body, his faculties in the pursuit of his own wishes and delights, keep him from enjoying the fruits of his efforts--and you have done everything good for him that you can.

Key to Quiz:

1.	F	6.	T	11.	F	16.	T
2.	T	7.	F	12.	T	17.	T
3.	F	8.	T	13.	T	18.	T
4.	T	9.	T	14.	T	19.	T
5.	T	10.	T	15.	F	20.	F

Reference: "Truisms for Free Enterprise," The Free Man's Almanac.

The Free Enterprise System

Write the word TRUE or FALSE before each of the following statements.

_____ 1. The American economy operates under a system called the free enterprise system.

_____ 2. The free enterprise system is concerned with the right of an individual to establish a business.

_____ 3. The free enterprise system deals with politics, wealth, and class.

_____ 4. A system of free enterprise encourages individuals to put forth more effort in their occupation.

_____ 5. The Ford Motor Company would be encouraged to compete vigorously with a company like General Motors in a country like Russia.

_____ 6. The free enterprise system is a unique combination of personal, political, and economic freedom.

_____ 7. Free enterprise involves the right to speak freely about anything you wish.

_____ 8. In a country that does not operate under the free enterprise system, individuals have countless opportunities to raise their personal standard of living.

_____ 9. Free enterprise involves the right to be your own boss or change your job if you don't like the man you work for.

_____ 10. Citizens in a country like Russia without a free enterprise system work at their occupation knowing that the better they do their job the more opportunitiy they, or the company they work for, will have to make a profit at the end of the year.

Quiz Key: 1-T, 2-T, 3-F, 4-T, 5-F, 6-T, 7-T, 8-F, 9-T, 10-F.

ANSWERS	RATING
10 correct	Excellent
8-9 correct	Good
5-7 correct	Average

WHAT'S YOUR E.Q.?

1. The American free enterprise and incentive system has allowed us to define poverty in America at a level at least (30%, 50%, 200%, 800%) above the world citizen's income level.

2. In 1929 one out of 16 workers worked on the public payroll, the remainder of the work force worked in private enterprise. Today, due to the growth of government, one out of every (4, 5, 6, 9, 12) work on public payrolls.

3. According to a public opinion poll by Opinion Research of Princeton, New Jersey, (21%, 38%, 54%, 63%) of Americans believe in governmental ownership of banks, railroads, and steel companies.

4. In the same survey referred to above, (22%, 36%, 48%, 61%) of Americans said there is no need for business profits.

5. Out of the sales by American industry, on the average the actual profit after operating expenses from which dividends and funds for expansion came in 1977 was (4.25%, 7.8%, 16.4%, 38.7%).

6. Since American Industry profits increased 26.7% in 1978, the average actual profit after operating expenses today is (5.4%, 10.5%, 31%, 43%).

7. How much capital does a large corporation need per employee to maintain operations? At least ($1,800, $17,500, $27,000, $46,000).

8. If you were to try to start a new business in America today you might find it difficult to raise your venture capital because among industrialized nations America now ranks (3rd, 7th, 17th, 24th) in the ability to raise venture capital for new business.

9. In Sweden where the government is socialistic it takes 34 minutes of work by a worker to buy a one-pound beef roast. Under American free enterprise it takes a worker only (5 min., 8 min., 15 min., 18 min.) to buy the same one-pound of beef roast.

10. Many believe our country is losing its free enterprise system because too many do not vote. In America only (15%, 22%, 36%, 64%) of our people vote in elections.

If your economic quotient is below 70%, maybe you should learn more about the free enterprise system. For more information or to get involved in the free enterprise system, contact Student's In Free Enterprise or Phi Beta Lambda, Dr. Marvin Albin, Advisor, 514 Grise Hall, WKU.

Answers: 1. 800% 2. 4.5 3. 63% 4. 61%
5. 4.25% 6. 5.4% 7. $27,000 8. 17th
9. 15 min. 10. 22%

Productivity
(Pre-test and/or Post-test)

Circle the item which most nearly represents your opinion.

1. Historically, machines have decreased the total number of jobs in the economy and put people out of work.

   a. strongly disagree
   b. mildly disagree
   c. not sure
   d. mildly agree
   e. strongly agree

2. Most people become familiar with machines only when they begin to study them in school:

   a. strongly disagree
   b. mildly disagree
   c. not sure
   d. mildly agree
   e. strongly agree

3. Productivity means doing a job for less pay:

   a. strongly disagree
   b. mildly disagree
   c. not sure
   d. mildly agree
   e. strongly agree

4. Productivity means working harder for the money your earn:

   a. strongly disagree
   b. mildly disagree
   c. not sure
   d. mildly agree
   e. strongly agree

5. Productivity means working longer for the money you earn:

   a. strongly disagree
   b. mildly disagree
   c. not sure
   d. mildly agree
   e. strongly agree

6. Increased productivity lowers the cost you pay for a product:

a. strongly disagree
b. mildly disagree
c. not sure
d. mildly agree
e. strongly agree

7. When productivity goes down, the price of a product usually goes up:

a. strongly disagree
b. mildly disagree
c. not sure
d. mildly agree
e. strongly agree

8. When a company's productivity falls off, its products may no longer be priced in line with its competitors':

a. strongly disagree
b. mildly disagree
c. not sure
d. mildly agree
e. strongly agree

9. Mass production created more jobs for more people:

a. strongly disagree
b. mildly disagree
c. not sure
d. mildly agree
e. strongly agree

10. Essentially, productivity is getting a job done in a shorter time:

a. strongly disagree
b. mildly disagree
c. not sure
d. mildly agree
e. strongly agree

11. Productivity is more a question of how hard individuals will work than of what kinds of tools they work with:

a. strongly disagree
b. mildly disagree
c. not sure
d. mildly agree
e. strongly agree

12. To increase productivity workers must work overtime:

a. strongly disagree
b. mildly disagree
c. not sure
d. mildly agree
e. strongly agree

13. The cost of manufacturing a product is directly related to productivity:

a. strongly disagree
b. mildly disagree
c. not sure
d. mildly agree
e. strongly agree

14. Tools make it possible to produce more goods in a given period of time without making people work harder or longer:

a. strongly disagree
b. mildly disagree
c. not sure
d. mildly agree
e. strongly agree

ECONOMICS OF FREE ENTERPRISE

PRE-TEST

1. Economics is the study of how a society turns its resources into goods and services to satisfy the wide variety of needs and desires of its members. True ___ False ___

2. Scarcity means that there is an ample amount or supply. True___False___

3. Here is a list of ten characteristics of an economic system. Identify each characteristic as either (A) Traditional, (B) Planned, (C) Market of Free Enterprise, by writing the appropriate letter in each blank on the left.

C Depends heavily on a marketing system to direct the flow of goods from producers to consumers.

B The question of "what to produce" is determined by the government.

A The distribution of goods and services is often determined by order of birth.

A The economic questions are often answered through social customers, tradition, or religion.

B This system is generally characterized by collective ownership of most of the production and distribution system.

B The economic system in which the largest percentage of people work for the government.

C In this system, all of the people determine the goods and services to be produced and distributed by voting in the marketplace.

C The United States has this type of economic system.

B In this system, the factors of production are usually government owned.

A This economic system is usually associated with rural, agricultural societies.

4. Which of the following are characteristics of a free enterprise economic system only? (check all of those that apply)

___ competition

___ property ownership

___ currency

___ planned economy

___ deflation

___ an economic community

5. The "freedom to enterprise" quarantees one the right to success.
X__ True ___ False

6. If supply decreases while demand is steady, prices generally go
_X_ up or ___ down.

7. Profit is what remains after all of the expenses of a business have been met. _X_ True ___ False

8. The high standard of living in the United States can be directly attributed to:

___ democracy

___ charity

___ our system of taxation

___ free enterprise

___ automobiles

___ the constitution

THE ECONOMICS OF FREE ENTERPRISE

-- POST-TEST --

Part 1. Multiple Choice. Circle the best response to each of the questions or statements.

1. The words "applied economics" are often used to define the term:

   a. capitalism
   b. private enterprise
   c. marketing
   d. socialism
   e. sales promotion

2. Which of the following are all examples of goods, in economic terms:

   a. boat, car, hair dryer, movie
   b. TV set, candy, desk, lawnmower
   c. airplane trip, insurance policy, health care, class
   d. public education, house, tree, typewriter
   e. cigarettes, hair style, motel room, steak

3. In a traditional society, economic problems are solved:

   a. following guidelines suggested by social customs, religion, and history
   b. by the people who cast their votes in the marketplace
   c. by a planning commission or board which developes long-range economic plans
   d. by representatives who are elected by majority vote
   e. through a monarchy with the ruler making the decisions

4. Which of the following is a fundamental difference between communism and socialism?

   a. In a socialistic economy, a large percentage of the people work for the government; this is not true in communism.
   b. Communists believe in total control of the means of production and distribution; socialists do believe in some private ownership of the means of production.
   c. In a communistic economy, profit is the main goal of a business or industry; this is not true in a socialistic economy.
   d. Taxes in communistic societies are considerably higher than in socialistic.
   e. Labor strikes occur frequently in communistic societies; they are not permitted in those that are socialistic.

5. John Smart is an 18-year old young man who recently completed high school. John decided to travel the summer after graduation before entering college in the Fall. He has decided he will major in forestry while in college. His father plans to pay the tuition, however, to help meet other college expenses, John will work part-time this Fall in a department store. Based on the above description, in which country do you think John lives?

   a. Uganda
   b. New Zealand
   c. Switzerland
   d. The USA
   e. Russia

6. Which of the following rights is not associated with the ownership of property:

   a. right to sell property
   b. right to tax property
   c. right to decide how property is used
   d. right to enjoy income from property
   e. right to improve the property

7. Entrepreneur means:

   a. profiteering
   b. businessperson
   c. competitor
   d. enterpriser
   e. manager

8. Consumers cast their economic votes by:

   a. going to the polls during general elections
   b. writing letters to the Consumer Protection Agency
   c. purchasing goods and services
   d. going into business for themsleves
   e. accepting a job in some phase of production or distribution

9. One of the results of competition is:

   a. consumers pay more money for products
   b. income taxes are greater
   c. the demand for industrial goods is greater
   d. our economy is in a constant state of change
   e. inflation is created

10. The price of labor is called:

    a. taxes
    b. wages
    c. interest
    d. rents
    e. unions

11. The driving force that directs how resources will be used in a free enterprise system is called:

    a. profit
    b. income
    c. incentive
    d. price
    e. government

12. The search for profit has the effect of:

    a. motivating people to invest in business
    b. causing our economy to grow and advance
    c. causing an effort by business to reduce expenses
    d. all of the above
    e. none of the above

13. Businesses usually retain about how many cents of every sales dollar as profit?

    a. 1¢
    b. 2-10¢
    c. 28-30¢
    d. 30-40¢
    e. 50-60¢

14. If enough people feel the government's role in our economy is inappropriate, the solution available to them is to:

    a. stop paying taxes
    b. write letters to the newspapers
    c. contact their Better Business Bureau
    d. vote for different representatives in local, state, or federal government
    e. join Nader's Raiders

15. Fringe benefits provided to American workers amount to about what fraction of wages?

    a. 1/4
    b. 1/2
    c. 1/3
    d. 1/6
    e. 1/10

Part II. True or False. Circle "T" if the statement is true, and "F" if it is false.

T F 16. The amount of goods or services a producer is willing to sell is called the demand.

T F 17. The wide distribution of power in our economic society is a result of the right of ownership of private property.

T F 18. Freedom to enterprise means that people are free to start and own their own business.

T F 19. The effort made by similar producers and distributors to obtain the most sales of goods and services offered to customers is called consumer independence.

T F 20. Competition for sales is always based upon price.

T F 21. If supply increases while demand is steady, prices go up.

T F 22. In general, the demand for salt is elastic.

T F 23. Changes in scarcity or abundance of products is reflected in changes in price.

T F 24. Because of various types of government involvement in our economic system, it is often called a modified free enterprise system.

T F 25. Businesses are completely free to refuse to sell their goods or services to certain groups of people.

Part III. Matching. Choose the term below that best matches its definition. Write the letter of the term in the blank provided.

A. Capital
B. Capital Funds
C. Communism
D. Democracy
E. Economics
F. Economic System
G. Goods
H. Labor
I. Land
J. Marketing
K. Marketing System
L. Natural Resources
M. Political System
N. Scarcity
O. Socialism

26. ___ A system in which the factors of production are brought together to produce and distribute goods and services needed and desired by the people.

27. ___ The money, buildings, machinery, and investments that are used or available to make products or services for a business or industry.

28. ___ The situation that is brought about when there are not enough goods or services to satisfy the need or disire for them.

29. ___ The study of how a country turns its resources into goods and services to satisfy the wide variety of needs and desires of its members.

30. ___ An economic term that describes a physical item that has monetary value and is capable of satisfying human desires and wants.

31. ___ The physical and mental tasks that are performed by people in their work.

32. ___ Oil, water, minerals, trees, and land are examples.

33. ___ A political system in which the people select their government representatives.

34. ___ A political system totally controlled by the government.

35. ___ The system of business activities that directs the flow of goods and services for those who produce them to those who need or desire them.

POST-TEST KEY

Part I. Multiple Choice		Part II. True or False		Part III. Matching	
1.	c	16.	F	26.	F
2.	b	17.	T	27.	A
3.	a	18.	T	28	N
4.	b	19.	F	29.	E
5.	d	20.	F	30.	G
6.	b	21.	F	31.	H
7.	d	22.	F	32.	L
8.	c	23.	T	33.	D
9.	d	24.	T	34.	C
10.	b	25.	F	35.	J
11.	a				
12.	d				
13.	b				
14.	d				
15.	c				

FREE ENTERPRISE WORD SCRAMBLE

Unscramble the following words that are important to an understanding of our American free enterprise system.

1. rigefn enebitfs ____________
2. lcatapi ____________
3. monciceo ____________
4. decuopr ____________
5. tenreserip ____________
6. tubiidstre ____________
7. tiforp ____________
8. tarmek ____________
9. ripce ____________
10. secoruses ____________
11. barlo ____________
12. noitpetimoc ____________
13. nndealp ____________
14. dariittnlao ____________

KEY

1. fringe benefits
2. capital
3. economic
4. produce
5. enterprise
6. distribute
7. profit
8. market
9. price
10. resources
11. labor
12. competition
13. planned
14. traditional

SOURCE: DECA Related Services, Inc., 1908 Association Drive., Reston, VA 22091

Economics at first glance may look like a puzzle to students, so David Norflus gives extra credit to students who create their own. Below are two — a crossword and a word finder -- which he judged especially good. Designing word puzzles helps develop reading skills and vocabulary. The answers are on page 21

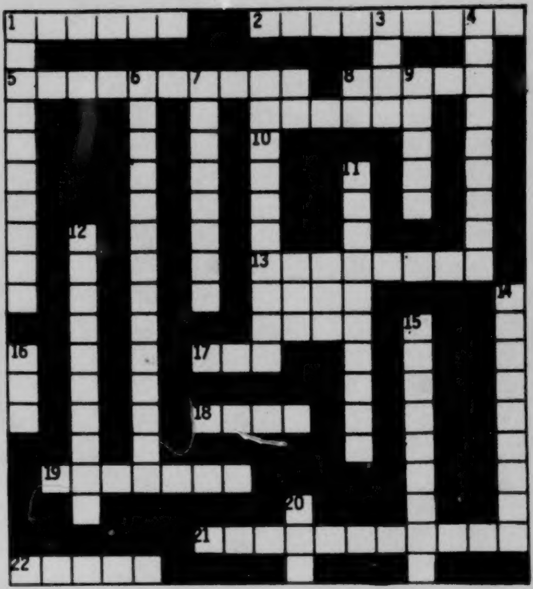
WORD FINDER

```
A G I G P X Q F E A T H E R B E D D I N G
Q D E P R E C I A T I O N O P R N U E N R
C O C Y M A R K E T E C O N O M Y Z I U O
L G U D O W S A R B I T R A T I O N K O S
A A B C D E F G H I J K L M N O I P Q S S
Y N F M I E G V B M U R N S Q A J U H T N
T V P Z F A S C I S M E T J G P O G L Z A
O W A X I C W O C D A K A R L M A R X L T
N E R A E B Z R F H R I A S K T W O N V I
A B T Y D N D P A G K B B P V J K S K T O
M C N B C F R O B B E R B A R O N S P V N
T Y E R A N E R H V X H W C R H E N R W A
I A R L P N D A I A B C E F G D J A M G L
T W S H I B A T C E A D A M S M I T H N I
R Z H L T G C I G P N O E J P K Q I F H N
U N I M A E N O I A M E D I A T I O N B C
S U P P L Y A N D D E M A N D K R N U E O
T Q M L I S T L S M A Z E Z Y P L A Y G M
A N O J S D I N W B E M O N O P O L Y X E
C C O M M U N I S M D P D X Z I S P M F X
T C W I Y E F Z X I V W M I V M K R H K P
V X I A R E L A S I N J U N C T I O N R O
W M U C K R A K E R S C R S T U V D L S S
S T V J R U T I Q Z B F L O C K O U T O R
R T E K O L I N G O Z O O L E M N C T V V
S U P Q E C O N O M I C S O A C E T A T R
S H E R M A N A N T I T R U S T A C T Q Q
```

Gross National Product
Gross National Income
Sherman Anti-trust Act
Clayton Anti-trust Act
Modified Capitalism
supply and demand
collective bargaining
Market Economy
economics
Fascism
Communism
corporation
muckrakers
robber barons
partnership
Karl Marx
arbitration
monopoly
depreciation
featherbedding
inflation
injunction
lockout
mediation
Adam Smith

by Susan duBourg, Newtown H.S., Elmhurst, N.Y.

Economics Crossword



Across

1. Supply and ________.
2. Prices go higher.
5. When the country is wealthy in business.
8. Pays benefits to retired or disabled workers and to their dependents in case of death (abbreviation).
13. One company in a certain business.
17. Money paid to government.
18. A certificate issued by the government securing repayment.
19. Refuse to buy or do something.
21. Business chartered by government and owned by stockholders.
22. Tangible items of value.

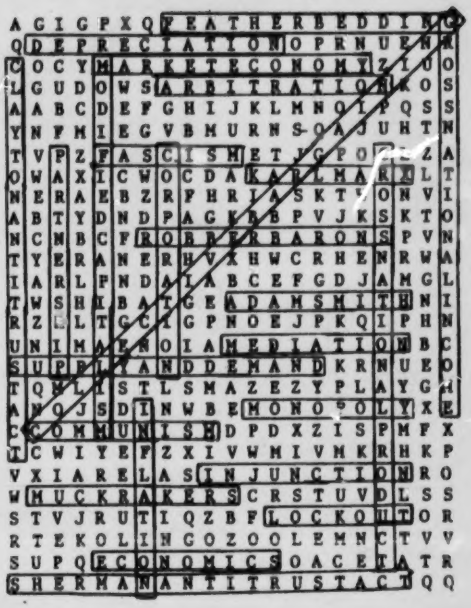
Down

1. Prosperity, recession, ____________
   recovery.
3. Farmers limit production (act abbreviation).
4. Few companies in an industry.
6. Business and inflation related.
7. Increase in business after a recession or depression.
9. Certificate representing ownership in a corporation.
10. Father of communism.
11. Machines take over workers jobs.
12. A judicial order requiring the party to refrain from a specific action.
14. A country's wealth declines.
15. Any debt owned by a company.
16. Nation's total amount of goods and services (abbreviation).
20. The act that created jobs sweeping streets, cleaning parks, etc. (abbreviation).

by Denise Saccone, Newtown H.S., Elmhurst, N.Y.

Definitions for the Word Finder
by Susan duBourg

Economics - the way in which man, using limited resources, attempts to satisfy unlimited wants.
Gross National Product - total money value of all goods and services produced in the U.S. in one year.
Gross National Income - total income earned in the U.S. in one year.
Fascism - type of economic system that is under strict control by the government.
Communism - almost the same as fascism but businesses are not privately owned.
Corporation - a business organization with three or more owners.
Sherman Anti-Trust Act - outlawed restraint of trade. This law was unenforceable.
Clayton Anti-Trust Act - outlawed price discrimination. Price should be the same for everyone.
Muckrakers-- men who searched for, collected, accused or exposed corrupt practices in office.
Robber Barons - financiers and industrialists who got ahead by using their power and not following laws.
Modified Capitalism - an economic system where consumers have an important role in government decisions.
Partnerships - a business organization with two or more owners.
Supply and Demand - production of goods and services are determined by consumer demand.
Market Economy - an economic system where goods and services are produced in accordance with the decision of the market.
Karl Marx - an economist who concentrated on capitalism and its weaknesses.
Arbitration - a third party makes a decision that is binding on both sides of a dispute.
Collective Bargaining - negotiations between representatives of unions and management in order to establish the terms of employment.
Monopoly - market condition in which one seller controls the supply of product or service.
Depreciation - decrease in property value.
Featherbedding - requirement that more workers than are needed for a job be hired.
Inflation - situation of generally rising prices.
Injunction - court order directing a person to do or not to do something
Lockout - owner closes the factory when employees refuse to work.
Mediation - a third party decision that is not binding.
Adam Smith - the "Father" of modern economic thought, author of The Wealth of Nations, published in 1776.



A G I G P X Q F E A T H E R B E D D I N G
Q D E P R E C I A T I O N O P R N U E N R
C O C Y M A R K E T E C O N O M Y Z I U O
L G U D O W S A R B I T R A T I O N K O S
A A B C D E F G H I J K L M N O I P Q S S
Y N F M I E G V B M U R N S O A J U H T N
T V P Z F A S C I S M E T J G P O G L Z A
O W A X I C W O C D A K A R L M A R X L T
N E R A E B Z R F H R I A S K T Y O N V I
A B T Y D N D P A G K R B P V J K S K T O
N C N B C F R O B B E R B A R O N S P V N
T Y E R A N E R H V X H W C R H E N R W A
I A R L P N D A I A B C E F G D J A M G L
T W S H I B A T G E A D A M S M I T H N I
R Z H L T G C I G P N O E J P K Q I P H N
U N I M A E N O I A M E D I A T I O N B C
S U P P L Y A N D D E M A N D K R N U E O
T Q N L I S T L S M A Z E Z Y P L A Y G H
A N O J S D I N W B E M O N O P O L Y X E
C C O M M U N I S M D P D X Z I S P M F X
T C W I Y E F Z X I V W M I V M K R H K P
V X I A R E L A S I N J U N C T I O N R O
W M U C K R A K E R S C R S T U V D L S S
S T V J R U T I Q Z B F L O C K O U T O R
R T E K O L I N G O Z O O L E M N C T V V
S U P Q E C O N O M I C S O A C E T A T R
S H E R M A N A N T I T R U S T A C T Q Q

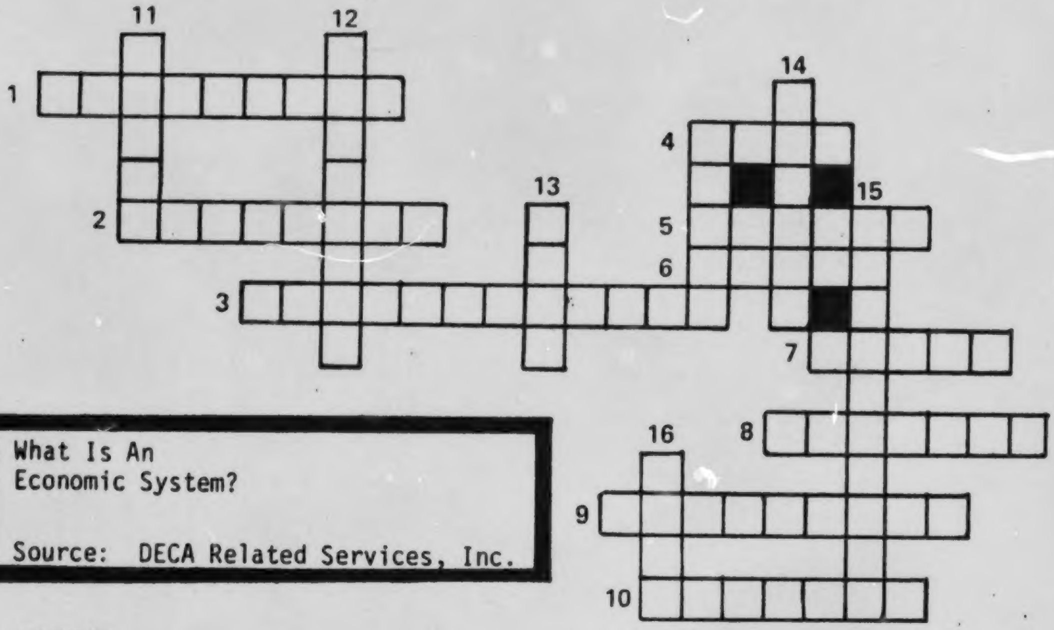
Key for the Economics Crossword
by Denise Saccone

Across
1. demand
2. inflation
5. prosperity
8. OASDI
13. monopoly
17. tax
18. bond
19. boycott
21. corporation
22. goods

Down
1. depression
3. AAA
4. oligopoly
6. Phillips Curve
7. recovery
9. stock
10. Karl Marx
11. automation
12. injunction
14. recession
15. liability
16. GNP
20. WPA

Learning Experiences

1. Complete the following crossword puzzle which deals with economic terms.



What Is An
Economic System?

Source: DECA Related Services, Inc.

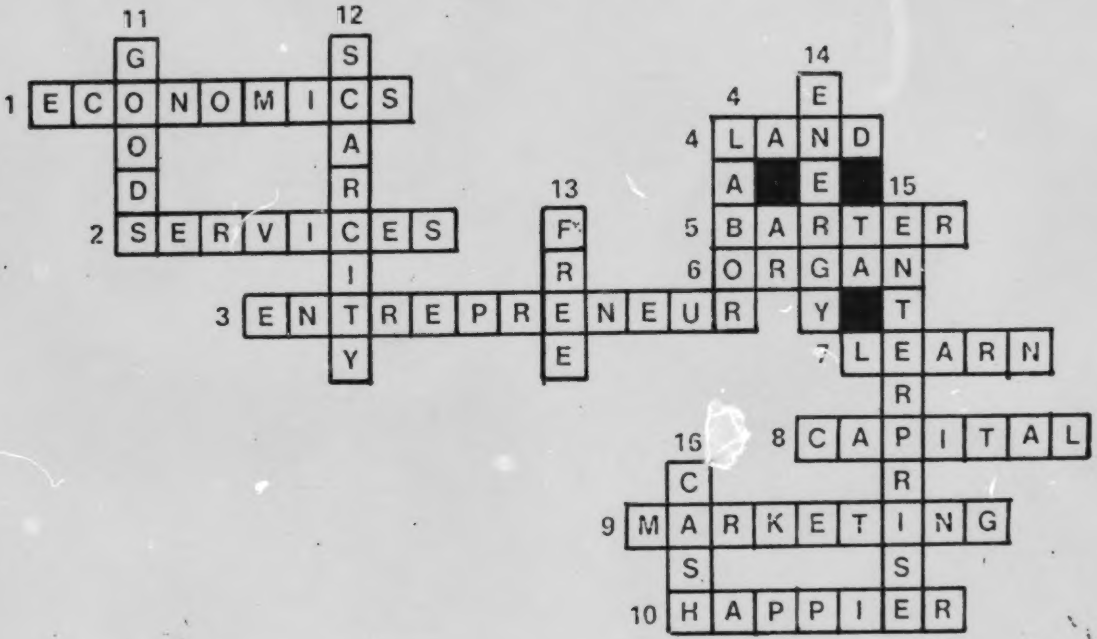
ACROSS

1. The study of how a country (or a nation) turns its resources into goods and services to satisfy the wide variety of needs and desires of its members
2. Intangible activities performed by people for a sum of money
3. French term for enterpriser
4. A natural resource that is used in production
5. A way of acquiring goods and services produced by someone else, often used in traditional economies
6. A musical instrument, an example of a good
7. To gain knowledge, comprehend, or master
8. Man-made products used to make other products or to provide services; also includes money available to produce goods and services
9. The system of business activities that directs the flow of goods and services from those who produce them to those who need or desire them
10. A good understanding of economics and the free enterprise system makes most marketing and distributive education students ________ with their jobs.

DOWN:

4. A factor of production that includes the physical and mental tasks that people contribute to producing goods and services
11. Things that are tangible or physical, with monetary value, and capable of satisfying human desires and needs
12. The situation that arises where there is not enough of an item(s) to satisfy the need or desire for it
13. ________ Enterprise
14. Vigor or power in action
15. Free ________________
16. Payment for goods or services in coins or bills

What is an Economic System?


1 ECONOMICS
2 SERVICES
3 ENTREPRENEUR
4 LAND
5 BARTER
6 ORGAN
7 LEARN
8 CAPITAL
9 MARKETING
10 HAPPIER
11 GOODS
12 SCARCITY
13 FREE
4 LABOR
14 ENERGY
15 ENTERPRISE
16 CASH

KEY TO: What Is An Economic System?

Chapter 2

INFLATION INFORMATION

By Paula York

TARGETS

chapter members
high school students
junior high students

ECONOMIC CONCEPTS

inflation
cost of living
supply/demand

OBJECTIVES

--to help students understand the concept of inflation and how it affects them.

DESCRIPTION

This project includes a series of activities dealing with the inflation problem. A chapter might want to participate in some of them or choose the ones pertaining to members' interests or other activities.

1. Make a survey of high school students to determine the extent of their understanding of inflation. See attached survey.

2. Show the movie, "The Inflation File", World Research, Inc., to a chapter meeting, business classes, or general assembly.

3. Distribute inflation search-and-find puzzles to students in all business classes, social studies classes, study halls. This puzzle could be printed on placemats for cafeteria. See "Word Finder," Chapter 1.

4. Display posters, REDUCED BUYING POWER OF THE DOLLAR, 1942-1970, U.S. Chamber of Commerce. See attached copy.

5. Display posters, INFLATION: A CLOSER LOOK, World Research, Inc.

6. Ask members to make a poster showing the factors contributing to the cost of making a single phonograph record.

7. Distribute student-made brochure containing INFLATION INFORMATION--definition, causes, effects, examples.

8. Prepare bulletin board with cut-outs of the following items: jeans, tennis shoes, basketball, and guitar with 1979 and 1974 prices to illustrate the rise in prices.

9. Do a price comparison project using the attached TIME/LIFE examples of 1930-34 prices and have members check local prices and make a similar chart.

10. Have guest speaker (school administrator, small businessperson, elderly person on Social Security, banker) discuss how inflation affects him. For example: Athletic director--How has inflation affected your program? Have equipment prices risen? Transportation? How do you balance your budget? How can the problem be solved?

11. Let students make video-tape programs to be used in the classrooms showing definition of inflation, causes, effects, remedies. (Many approaches could be used: role playing, shots of word messages accompanied by audio narration and music, interviews, etc.)

12. Give FBLA members a questionnaire as follow-up to measure the improvement in their understanding of inflation.

13. Have chapter develop its own consumer price index by pricing selected items at school and neighborhood stores on a periodic basis. Food prices are especially good for a consumer index. Seasonal variations in produce costs are a clear lesson in supply and demand. Other prices, coffee and sugar, for example, show a sharp and steady rise. Students keep track of prices weekly and compute the inflation rate monthly. For instance, if coffee was \$2.60 per pound in March, 1978 and \$3.25 per pound in April, the inflation rate for that item is 25% $\frac{(3.25-2.60)}{2.60}$ Use as an ongoing activity for the year and then publish the results in the school newspaper. Compare students' index with the official government findings.

METHODS AND MATERIALS

Film--THE INFLATION FILE, World Research, Inc., 11722 Sorrento Valley Rd., San Diego, CA 92121

Posters--REDUCED BUYING POWER OF THE DOLLAR, 1942-1970--U.S. Chamber of Commerce. INFLATION: A Closer Look, World Research, Inc.

Sourcebook--The Magazine for Seniors--1980, 1330 Corporation, 505 Market Street, Knoxville, TN.

Inflation Information Survey

True/False

_____ 1. When wages increase faster than production, prices increase.

_____ 2. During inflation the dollar gains in value.

_____ 3. Inflation hurts persons on fixed incomes a great deal.

_____ 4. Inflation occurs when the demand for goods and services is greater than the supply available.

_____ 5. Inflation is a cause of unemployment.

_____ 6. Do you agree that this is a good definition of inflation: "too much money chasing too few goods"?

_____ 7. Creditors are not hurt by inflation.

_____ 8. Unions have been a major contributor to inflation.

_____ 9. Individuals who spend too much money contribute to inflation.

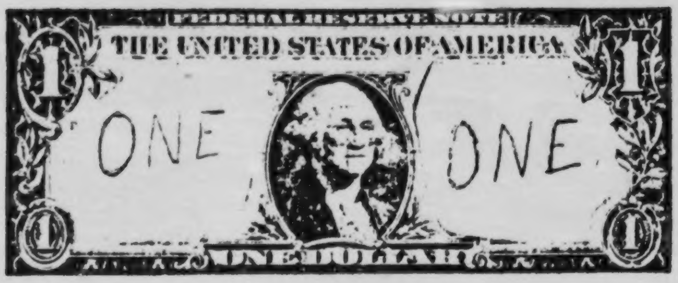
____ 10. Government regulation causes inflation.

____ 11. The practice of creating new money supply by the Federal Government does not affect inflation.

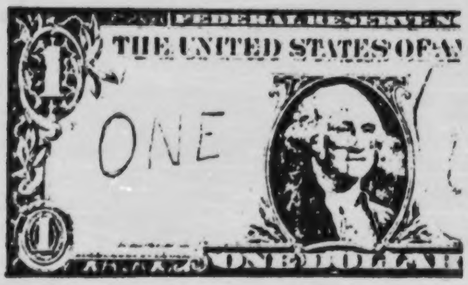
KEY:
1.T
2.F
3.T
4.T
5.T
6. T
7. F
8. F
9. F
10. F
11. F

REDUCED BUYING POWER OF THE DOLLAR

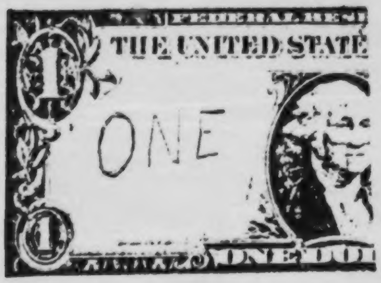
1942 to 1980


FEDERAL RESERVE NOTE
THE UNITED STATES OF AMERICA
1
ONE
ONE
ONE DOLLAR

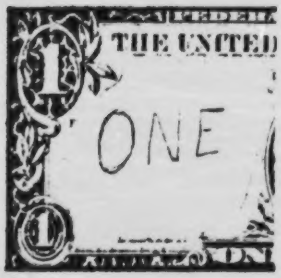
$1 of Buying Power in
1942 was reduced to:


THE UNITED STATES OF A
1
ONE
ONE DOLLAR

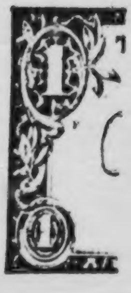
68¢ in 1949


THE UNITED STATE
1
ONE

58¢ in 1957


THE UNITED
1
ONE

42¢ in 1970



? 18¢ in 1998 ?

Exhibit or Bulletin Board Display

INFLATION: HOW HAS IT AFFECTED YOU?

*

Bicycle

1974 - $98.95 (Today:)

*

Pair of Jeans:

1974 - $6.85 (Today:)

*

Pair of Tennis Shoes

1974 - $11.70 (Today:)

*

Electric Guitar

1974 - $149.50 (Today:)

*

*Use photograph, sketch, or actual product.

Basketball

1974 - $12.50 (Today:)

Chapter 3

MINI FREE ENTERPRISE FAIR

By Elizabeth Cliburn

TARGETS

chapter members
students in any grade 7-12
community

ECONOMIC CONCEPTS

multi-economic concepts

OBJECTIVES

--to acquaint the target audience with the businesses located in the community.

--to establish a better working relationship between business people in the community and the FBLA chapter membership.

--to expose the target audience to some economic concepts consistent with the free enterprise system.

DESCRIPTION

A mini free enterprise fair is a miniature version of Western Kentucky University's Free Enterprise Fair. It consists of exhibits that businesses in the community and business-related high school organizations set up in a gym or any other large room. The fair might include a film festival of films/slide presentations/ filmstrips that deal with the different concepts of free enterprise or one film/filmstrip/slide presentation might be shown at specified intervals. Specific groups might be invited to view the exhibits and it might be open to the public at announced times.

METHODS AND MATERIALS

1½ to 2 Months prior to fair:

1. Establish a steering committee of 8-10 members. Later, this committee can be broken down, with each member serving as chairman of a subcommittee such as publicity, typing (letters of invitation and appreciation, pamphlets), visitation (personally contacting those businesses that have been invited to set up exhibits), clean-up, preparation ofbooths (ones that your chapter decides to set up), and fair day (those who will help businesses set up their displays, be there throughout the day of the fair, and help with any details an problems that might arise at the last minute.)

2. Decide on a time and place. Clear this date with people in charge of display area and with principal of school if students are to be the main people attending the fair.

3. Decide what businesses will be invited to set up exhibits. Try to have representatives of each type of business--service, retail, wholesale, manufacturing, etc. Limit number to available space.

4. Send letters to the businesses inviting them to participate, explaining the purposes of the fair and stating the time and place. (See Appendix A for sample letter)

5. About one week after letters have been sent out, contact in person those businesses to find out whether they will participate or not.

6. Order films/filmstrips/slide presentations. Arrange for projection equipment that will be needed.

2 to 3 weeks prior to fair:

7. Make and display posters advertising the fair.

8. Prepare any displays your chapter will sponsor including handouts.

9. Arrange for publicity.

1 week prior to fair:

10. Call exhibitors to get their needs for exhibits--tables, extension cords, people to staff their booths, etc.

11. Decide on mechanics of fair. (a) Placement of exhibits in display area. (b) Determine number of tables, chairs, extension cords, and whatever other materials will be needed.

12. Prepare pamphlets about fair. Include layout of display area and information about exhibitors, purpose of fair, etc.

13. Arrange for someone to operate projectors for film festival. (See list of possible films in another section of this manual.)

2 days prior to fair:

14. If fair is targeted to an audience of students, visit these students to explain the fair, its purpose, or give a skit on some phase of free enterprise. Viewers need to be prepared in advance for viewing the exhibits and films to maximize the fair's effectiveness.

1 day prior to fair:

15. Call exhibitors to remind them of fair.

16. Move equipment and needed materials to fair site and set up tables for booths.

Day of fair:

17. Arrive EARLY to assist exhibitors in finding locations for their exhibits. Provide four to six members to assist in this job.

18. Hand out pamphlets (See Appendix B for sample) to exhibitors as they arrive and to the viewers of the fair.

19. Provide refreshments for exhibitors and some time for a lunch break.

20. ENJOY THE FAIR!

EXPENSES

posterboard, magic markers
pamphlets (printed or duplicated)
stationery and postage for letters to businesses
film rental, if any
refreshments for exhibitors

SUPPORTERS

business in the community
chamber of commerce
retail merchants association
civic organizations
school administration

FOLLOW-UP AND EVALUATION

use project evaluation, Appendix C
informal evaluation by questioning exhibitors at the fair

Copy of Letter sent to potential exhibitors
(Use either chapter or school letterhead.)

Date

Mr./Ms. Businessperson
Business Name
Street Address
City, State, ZIP

Dear Mr./Ms. ________________:

We are representatives of the Future Business Leaders of America Chapter at the ____________ school. We have a project which we are undertaking; and to be successful, we need your help.

In three classes of Introduction to Business at school, our teachers learned that few freshmen and sophomore students know how our economy works nor do they know very much about the businesses in (your city or county)* As future business leaders we are hoping to educate the people of our community (especially the young people) on the concept of free enterprise--what it is and how it works. Of course, if it were not for the free enterprise system and the way it works, you might not be in your current position with your business.

One way in which we could accomplish our goal is to have a day of exhibits at the (place) the early part of (month in which you plan to have the fair). This is where you can help. I'm sure there are many ways in which you or the company you represent would be able to display to young people how you make a profit on a certain item or service you sell, what your business does, how you were able to get started in your business with the help of our free enterprise system, or what contributions you make to this community. Yes, it is our system and an extremely good one at that. If it is to be preserved, the young people as well as adults must understand it.

Think about our project. A representative of our chapter will contact you in approximately one week. This is a project which could take so little effort on your part and benefit you as well as many others. Thank you!

Sincerely yours!

(Chairman's Name)
Free Enterprise Fair Chairman

*This statement is a reflection of a survey conducted in the Introduction to Business classes at a high school. Some justification needs to be established to convince businesspeople to substitute this fair for a working day.

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FOLLOW-UP EVALUATION

PROJECT EVALUATION

Project: ______________________ Chairperson: ______________________

Committee Members: ____

____

Date Project Started: ____________ Date Project Completed: ____________

Purpose and Goal of Project: _____________________________________

____

Number of Meetings Held: ________

Plan of action?

Activities carried out?

What was achieved?

Was the purpose ang goal met?

Type of publicity?

Comments and suggestions for future reference:

Do you think this project should be repeated in the future?

Chapter 4

UNDERSTANDING LOCAL BUSINESS THROUGH SURVEYS

By Elizabeth Cliburn

TARGETS

chapter members
community
students

ECONOMIC CONCEPTS

economic significance of small business (or all business)
competition
entrepreneurship
risk
profit

OBJECTIVES

--to identify forms of business ownership. (corporations, partnerships, proprietorships)

--to identify the businesses in a community and to understand their economic impact on the community

--to categorize businesses by function (retail, wholesale, service, manufacturer, etc.

--to understand the concept of entrepreneurship, risk, and reward (profit as incentive for investment).

DESCRIPTION

A local business survey would be conducted by the chapter through personal visitation of all local city and/or county businesses to obtain various types of information about these businesses. (In a metropolitan community, this could be limited to an area served by the school or otherwise altered.) The survey data could be used to:

1. Benefit the FBLA members conducting the surveys and the chapter as it puts the members in touch with the business community and provides the chapter with helpful contacts for future use.

2. Map all businesses in the city or county and color code or symbol code them by type of business, type of ownership, locally owned as opposed to out-of-city ownership, etc. Maps could be used in business, social

studies, and distributive education classes or by the Chamber of Commerce or Retail Merchants Association.

3. Duplicate a booklet about the city or county businesses containing charts with the data gathered, lists of businesses, histories of locally-owned businesses (local historical societies would be interested in this aspect).

4. Highlight a locally-owned business at each meeting by inviting the owner to talk about the business and its history.

5. Study the size of the business surveyed and determine how many fit the category of a small business. Discuss what a small business is and its significance as it relates to our economy.

6. Use lists of different types of businesses to study the existence of competition in the business community and among different business types.

7. In a small community where no city directory exists, the data gathered for this project could also serve as a fund-raising or community service project. The chapter could duplicate and sell or distribute a city directory. (See any public library in a city that has a directory for a sample.)

METHODS AND MATERIALS

One month prior to conducting the survey:

1. Secure permission of the school administration to conduct the survey.

2. Explain survey project to local Chamber of Commerce or other professional business group and seek their assistance in conducting the survey.

3. Obtain a list of businesses to be surveyed. If using a published list, check it for completeness.

4. Explain project to members and obtain volunteers to survey the businesses.

5. Write the questionnaire (See Appendix A of this activity description for a sample).

One week prior to conducting the survey:

6. Duplicate the questionnaires.

One day prior to conducting the survey:

7. Distribute questionnaires to members who will be interviewing the business people. Explain each question so members will understand the question and the types of data to be obtained from the survey.

8. Assign businesses to each member.

After the survey:

9. Collect questionnaires.
10. Tally results of data gathered.
11. Conduct desired activities with results.

EXPENSES

Survey expenses would include questionnaire duplication cost, transportation costs (may be considered the expense of the volunteer members), and any costs connected with the use of the survey data.

SUPPORTERS

school administration
Chamber of Commerce
Retail Merchants Association
other professional groups

FOLLOW-UP AND EVALUATION

Ask members who conducted the survey what they learned about the businesses they visited.

Write or call several participating businesses for their feelings concerning the survey.

Use the Project Evaluation (See sample project evaluation in another part of this manual).

FUTURE BUSINESS LEADERS OF AMERICA
CITY OF______/COUNTY OF______BUSINESS SURVEY

Business____FBLA Member__________________________

Business Person Contacted____

1. What type of business is this business an example of?

    ____a. Retail

    (If above blank is checked, answer the following question.)

    What products do you sell?____

    ____b. Service

    (If above blank is checked, answer the following question.)

    What services do you offer the public?____________________________

    ____c. Manufacturing

    (If above blank is checked, answer the following question.)

    What products do you manufacture?_________________________________

    ____d. Wholesale

    (If above blank is checked, answer the following question.)

    What products do you handle?______________________________________

2. What type of ownership does this business have?

    ____a. Proprietorship

    ____b. Partnership

    ____c. Corporation

    ____d. Cooperative

3. What percentage of profits does this company earn? ___________

4. Did this business begin in this city/county?

    ____Yes (Complete next page)

    ____No (Survey is completed)

Historical Background

5. Who founded this business?____

6. When was it founded?____

7. Has the type of ownership remained the same?

_____Yes _____No

If no, what type(s) of ownership has it had?___________________________

___Proprietorship ___Partnership ____Corporation ___Cooperative

8. Is the current nature of your business (products or services offered) essentially the same as when the business began?

___Yes ___No

If no, list significant changes.

____

____

9. Has this business expanded since its beginning as measured by number of employees, gross sales, or number of outlets.

___Yes ___No

If yes, how has this business grown?

	Beginning	Now
Number of employees	__________	_________
Gross sales (if firm doesn't object to revealing figures)	__________	_________
Number of outlets	__________	_________

Chapter 5

FREE ENTERPRISE DEBATES

By Betty C. Nunn
and Sue W. Carter

TARGETS

chapter members
student body
parents and/or business people in the community

ECONOMIC CONCEPTS

any economic concept depending on debate topic

OBJECTIVES

--to help chapter members learn about pertinent economic issues

--to bring chapter members and other segments of the community together

--to inform the public on issues relating to free enterprise

--to gain favorable publicity for your FBLA chapter

DESCRIPTION

A debate is defined as a regulated discussion of a proposition between two matched sides. It can be a great way to bring opposing viewpoints together. Topics which could be used for the debate are:

RESOLVED: That competition brings out the best products and services.

RESOLVED: That without credit our total economic picture would fade.

RESOLVED: That the dangers of big business are: limitations on competition and establishment of an atmosphere that results in environmental destruction, price fixing and monopoly.

RESOLVED: That the free enterprise marketplace can operate without the existence of small business.

RESOLVED: That automation reduces employment.

RESOLVED: That profit in America deprives workers of wealth that is rightfully theirs.

RESOLVED: That business profit benefits all citizens because of new business formation, creation of jobs, development of technology, and product improvement.

RESOLVED: That in a free enterprise economy the federal government has no responsibility to provide services.

RESOLVED: Free enterprise is beneficial to the American people.

METHODS AND MATERIALS

1. Appoint a steering committee to be in charge of the project. This committee can appoint other committees to carry out different tasks as the need arises. This will involve more FBLA members.

2. Get approval for the project from members at a chapter meeting.

3. Decide on your debate topic and/or topics.

4. Decide on your speakers and officers of the house.

5. Set a time, date and place for the debate. Decide definitely on your target group or groups.

6. Assemble research materials which speakers and members can use in preparing for the debate.

7. Contact business people to get their viewpoints of your debate topics. Note: All good debate topics can be argued pro or con; therefore, it's a good idea to have the people you are talking with give you arguments for both sides of the topic to be debated.

8. Decide on the rules for the debate.

9. Draw up a format.

10. Extend invitations to your target group or groups.

11. Develop an instrument to measure the reaction of the audience to the debate issue *before* the debate.

12. Develop an instrument to measure the reaction of the audience to the debate issue *after* the debate.

13. Follow up the debate or debates by conducting a survey of the audience.

14. Prepare a program for the debate.

15. Write thank you letters to those people who have helped you with your project.

EXPENSES

There will be very little expense involved in this project unless you have your programs prepared professionally. An additional learning experience for FBLA members could be to have a committee investigate and compare the cost of preparing their own programs with the cost of having programs printed professionally.

SUPPORTERS

FBLA Advisors--supervise and give encouragement to the project.
School administrators--must give approval for this project.
Speech teacher
Advisory board--community leaders, business leaders and parents can serve as resource persons and as members of your audience.

PUBLICITY

posters in school and store windows
spot announcements on radio
notices on marquees and/or billboards
newspaper article announcing and explaining the debate
newspaper article covering the debate

TIME FRAME

Time needed for this project depends on whether you have one debate or a series of debates. Be sure your committee meets early in the year to plan the project. Set up target dates for completing each step of the project and be sure those dates are adhered to.

FOLLOW-UP AND EVALUATION

These materials are included in the appendix to this activity description.

APPENDIX

Sample program for debate with rules, format, and evaluation devices. This program is from Western Kentucky University Phi Beta Lambda and the Western Kentucky University Forensic Union.

ACKNOWLEDGEMENTS

Topic resolutions were taken from Volume 9, Number 2, December 1977 issue of *Tomorrow's Business Leader*.

Sample Program

PHI BETA LAMBDA

in

conjunction with

THE WKU FORENSIC UNION

presents

A Campus Forum

A Parliamentary Debate
on the Proposition:

"Resolved: Free Enterprise is Beneficial
to the American People."

Thursday, April 20, 19--, at 7:00 p.m.

at

335 Grise Hall
Western Kentucky University

This program is sponsored by:

The Department of Communication and Theatre
The Western Kentucky University Forensic Union
Phi Beta Lambda

FORMAT

Call to Order of the House (at exactly 7:00 p.m.)

Announcement of the Resolution

Reading of the Minutes

The Debate Proper:

1. First Affirmative Speaker
2. First Negative Speaker
3. Second Affirmative Speaker
4. Second Negative Speaker

General Debate by Members of the House

Motion to End Debate

Summary Speeches:

1. Negative Summary (4 minutes)
2. Affirmative Summary (4 minutes)

Vote on the Resolution before the House

Adjournment

RULES OF DEBATE

WKU Parliamentary Debates

1. SEATING: Members of the House will seat themselves according to their sentiment on the resolution -- those for the resolution on the Chairman's right (as the chairman faces the audience), and those against the resolution on the Chairman's left, and those undecided in the center section. Members of the House may cross the floor as their opinions change.

2. PRINCIPAL SPEECHES: There will be four principal speeches after which general debate is in order.

   a. The first speaker will introduce the resolution and is not available for questions from the floor during his eight minute speech.
   b. An opposing speaker will deliver an eight minute speech during which he or she also is not available for "points of information" (questions).
   c. An eight minute speech follows by the side supporting the resolution. This speaker is available for "points of information," but his or her total time (speech and answers to questions) may not exceed 14 minutes.
   d. An opossing speaker will deliver an eight minute speech during which he or she is available for "points of information." As with the third speaker, this speaker is limited to a total time on the floor of 14 minutes.

3. ASKING QUESTIONS: Whem members of the House wish to ask a question (a point of information) of a speaker they may do so by standing up and asking: "Mr. Chairman, will the speaker yield for a question?" During the principal speeches members are asked to limit themselves to one question each time they rise.

4. ANSWERING QUESTIONS: During the principal speeches, the speaker may refuse to yield the floor for a question. When a principal speaker yields to a question, his or her answer is not counted against the eight minute time limit on his/her speech until six minutes has been consumed in answering questions.

5. HECKLING: Heckling is encouraged, but its use will be under the Chairman's strict supervision. Witty, intelligent, and clever heckling is permitted; dull, tactless, and boorish heckling simply will not occur. Members who violate this rule will be asked to leave.

6. THE GENERAL DEBATE PERIOD: After the four principal speeches, the Chairman will recognize members of the House for speeches, comments, or questions. When recognized by the Chairman, a member will have the floor for a maximum of three minutes. These speakers will be recognized alternately for and against the resolution. Perference will be given to members who have not previously spoken.

7. ENDING DEBATE: Debate may be ended by general consent (if no member wishes to speak), or by a motion to end debate. The proper form is: "Mr. Chairman, I move to end debate." The motion requires a two-thirds vote. Upon passage of a motion to end debate, a principal speaker against and a principal speaker for the resolution will each have four minutes for a summary speech. The summary speeches are not subject to questions.

8. ADJOURNMENT: The motion to adjourn is not in order until the House has voted on the resolution.

9. THE RESOLUTION: The Main Motion before the House (the debate resolution) may not be amended. Any matter not covered by these special rules will be decided by the Chairman and House Parliamentarian in accordance with Robert's Rules of Order.

** PRINCIPAL SPEAKERS **

The affirmative, arguing that free entreprise does benefit the American people, are:

Steve Marcum	A graduate from Western Kentucky University from Bowling Green, Kentucky, now employed as a public accountant.
Briggs Stahl	A junior at Western Kentucky University at Bowling Green, Kentucky, majoring in accounting.

The negative, arguing that free enterprise is not beneficial to the American people are:

Kenny Cooke	A junior at Western Kentucky University from Bowling Green, Kentucky, studying business.
Ken Ladd	A junior at Western Kentucky University from Cadiz, Kentucky majoring in speech.

** OFFICERS OF THE HOUSE **

CHAIRMAN Terry Barnes	A junior at Western Kentucky University from Owensboro, Kentucky, majoring in business administration.
PARLIAMENTARIAN Kittie Pepper	A senior at Western Kentucky University from Brandenburg, Kentucky, majoring in accounting.
SECRETARY Susan Reagan	A junior at Western Kentucky University from Tompkinsville, Kentucky, with an area in Business Education.

How did you learn of this debate?

___ radio
___ newspaper
___ teacher's announcement
___ student speaker
___ friend
___ poster

Did you enjoy it?

___ yes
___ no

Did you benefit from this debate?

___ yes
___ no

Can you recommend any improvements?

Chapter 6

LOCAL COST OF LIVING INDEX

By Mary Ann Gomer

TARGETS

members
community

ECONOMIC CONCEPTS

cost of living
product and service quality
comparison of market economy with alternatives
prices (various elements such as advertising affecting the price of products/services)

OBJECTIVES

--Members and community will be able to trace the price of products/services over a specified period of time.

--Members and community will be able to understand the concept of how long a person would have to work to pay for certain products/services.

--Members and community will be able to understand how advertising, name brands, etc., affect the price of products/services.

--Members and community will be able to compare the cost of certain product/services in our economic system with other systems.

--Members and community will be able to determine per unit costs.

DESCRIPTION

This project consists of a group of activities involving the costs of certain items for a specified time period. The members would be divided into groups and assigned an activity to work on. The groups could even rotate so each group would be involved with each type of activity. The groups would keep a notebook and at the end of the project a graph could be made to illustrate the changes in prices of the specified products/services.

METHODS AND MATERIALS

1. Gain support and approval for this project from the proper authorities such as principal, superintendent, and local businesses.

2. The project should be presented and voted upon by the chapter.

3. Letters should be mailed to businesses telling of the project and purposes.

4. At the beginning of the project, the president or selected delegate could present the project with the help of the Teacher's Guide that accompanies the "What's the Difference?" poster. (This is available from NFIB; see Resource Guide.)

5. President should, with help from the adviser, select members to form the various groups.

6. Some of the following can be activities for the groups:

Using minimum wage (currently $3.35/hour), have one group determine how long it would take a worker to earn certain items. (The group would have to find the prices of the specified products/services.) Then have the group prepare a chart along with their notebook to present material to entire membership. (This can be arranged for each group.) The group may want to make a game by asking the membership to guess how long it took to purchase a certain product/service and then present their findings. The items may change for each group so that a wide variety of products/services can be presented.

Make a list of items commonly found in a weekly shopping basket. (Newspapers frequently publish such lists.) Have one group go to all the grocery stores in the area and compute the cost of the basket each week for one month. Compute an average for the month for the graph to be prepared at the end of the project. The same group or the next group on the rotation schedule can compute the cost of the basket for the next month.

Have one group make monthly comparisons of generic, name brands, and house brand products. A booth in a local grocery store asking shoppers why they purchase the products they do and if they have tried the other types may be set up. At the end of this group's activity, a thank-you letter should be written to the grocery store manager or owner.

Make a list of consumable products and have one group determine the unit price using a quantity not normally used for packaging. Examples: a gallon of toothpaste, women's and men's cologne, rubbing alcohol, etc. If possible, determine how much a person would spend in a year's time on these products. Also, this group could determine unit prices of certain products so they would be able to compare them to another of the same type.

7. The final results would make interesting news stories for radio stations, school and local newspapers, and television stations. Also, the resulting notebook and graphs should be displayed in the school library and possibly even in the public library or local businesses.

EXPENSES

The only chapter expenses would be notebooks and supplies for making graphs and postage for mailing letters to businesses.

SUPPORTERS

chapter membership
school authorities
local businesses

PUBLICITY

The notebook and charts could be displayed in libraries (public and school) and in local businesses. The results would make interesting news stories for radio stations, school and local newspapers, and television stations. Perhaps some groups would want to publish a sheet showing their findings to be put in grocery bags, on car windshields, shopping center, etc., as a public service circular.

TIME FRAME

The most effective time period would be an entire school year because many times prices may not vary very much over a month or two. However, this project may be set up for a much shorter time period.

FOLLOW-UP AND EVALUATION

Have members fill out evaluation form.

APPENDICES

sample list of items for shopping basket
sample list of other items
sample letter to mail businesses
evaluation form

Sample of Items for Shopping Basket

- One gallon whole milk (Sealtest)
- One loaf sandwich bread (Sunbeam)
- One 10-pound bag of Idaho potatoes
- Four bars (4½oz.) Zest soap
- One (7 oz.) tube Crest mint flavored toothpaste
- One 5-pound bag of Domino sugar
- Three pounds ground beef
- One dozen house brand large Grade A eggs
- One carton of eight 16-ounce returnable bottles of Pepsi
- One 13-ounce box Frosted Flakes
- One gallon Donald Duck orange juice

Sample of Other Items
(Should probably specify type/brand in some cases)

- Small car, such as Horizon
- Sony Television
- Stereo
- Hamburgers (Wendys)
- Men's pair of Levi jeans
- Men's Nike athletic shoes
- Package of cigarettes
- Men's shirts
- Hosiery
- Movies
- Gasoline
- Refrigerator
- Bed
- Typewriter
- Microwave Oven
- Digital Watch
- Timex Watch
- Doctor's charge for office visit
- Wash, haircut, and blow dry
- Can of 40 weight car engine oil

NOTE: Be sure to use school letterhead or FBLA chapter letterhead.

Date

Name of Business
Street Address
City, ST ZIP

Greetings from FBLA!

FBLA (Future Business Leaders of America) is a national professional organization for secondary students enrolled in business programs. FBLA provides opportunities for students to gain experience in developing leadership skills, developing positive work attitudes, developing job application and interview skills, learning about our American economic system, developing attitudes about civic and social responsibilities, developing skills in consumerism, and many other vital areas.

For the past five years, our national project has Project AWARENESS and will be the project again this year. It was developed to help tomorrow's business leaders develop greater economic understandings.

As the newly elected (put title here, i.e. FBLA President, Name of chapter), one of my responsibilities is to gain community and business support for our local projects. One of the projects this year is a series of activities entitled "Consumer Cost of Living Index." During this project the members will be pricing products and services, determining the unit cost of products, etc. We ask for you support by allowing our chapter to staff a booth at your store to interview volunteer customers about their product choices.

In a few days, one of our members will contact you to explain the details of our project. You can participate by talking to and helping our members when they come to you seeking your advice concerning products and services.

Your valuable time is greatly appreciated, and I hope you will help us learn more about our economic system. if you should like to visit with us at one of our meetings or at school, please feel free to come. Also, any information you can contribute on our economic system will be placed in our resource book in the school library.

Sincerely,

NAME
Title

Adviser's Name & Signature

Chapter 7

COST OF LIVING SIMULATION

By Mary Ann Gomer

TARGETS

chapter members

ECONOMIC CONCEPTS

All economic principles and concepts apply to this simulation of the "real world."

OBJECTIVES

--Chapter members will be exposed to some situations that face young married couples and single career women or men who share housing.

--Chapter members will be able to analyze competition's role in our choice of goods and services.

--Chapter members will be able to explain the problem of unlimited wants/ needs versus the limited resources situation.

--Chapter members will be able to plan for more efficient and satisfying use of their money based on awareness and understanding of their own values and goals.

--Chapter members will be able to locate sources of information about different goods and services.

--Chapter members will be able to compile adequate information needed to aid in making wise buying choices of goods and services.

--Chapter members will be able to understand and discuss the advantages of preplanning purchases and comparative shopping.

--Chapter members will be better able to value their freedoms of choice in our free enterprise system.

DESCRIPTION

This cost of living simulation can involve either the entire chapter or a portion of the chapter membership. This project may be used for several months or during the entire school year, but a longer project provides for more experiences and situations. Chapter members decide whether they wish to simulate the experience of a married couple or two single persons. Realistic assumed employment and income data are used. However, there must be two members per group for comparison purposes.

Chapter members will earn a hypothetical sum of money each month as income or wages. Members must then determine how the income will be spent. Each month or twice a month, for example, members would be given an additional situation to handle, such as a death of a child or mate.

Members should search for their own solutions to problems; however, the adviser may suggest sources of information to help them in handling their financial matters. This simulation should help the members set more realistic goals for their future lives and help the members better value their freedoms of choice in our free enterprise system.

Participants "shop" at designated businesses and keep records of their "expenditures."

METHODS AND MATERIALS

1. Gain support and approval for this project from the proper authorities such as principal, superintendent, etc.

2. The support of the business community should be sought by explaining the nature and purposes of the project. The initial contact to the business community should be made in a letter. An explanation should be included that members would only be "shopping" in participating businesses. Participating businesses would display a sign in the window of their establishments stating that they are participating in the project.

Be sure to tell businesses that they may distribute literature and pamphlets regarding our economic system, their products and services, etc., at the beginning of the project.

3. Members should report assumed marital and employment status to advisers and develop a cost of living simulation notebook. This notebook should contain such things as the cost of the food for two weeks, monthly fixed costs such as rent or home payments, insurance, utility bills, rent, etc., information that helped them in making purchases, simple income tax return, information on how each additional situation was handled, at the end of the simulation a net worth statement, etc.

4. Either once or twice a month, members should pick up new situation cards.

5. At the end of the simulation the team with the best net worth will win a pre-determined prize. Participating businesses may agree to donate prizes.

6. Films and guest speakers for chapter programs during the experiment should supplement the program.

7. Thank-you letters should be mailed to participating businesses.

EXPENSES

A prize for the winner would be the major expense, but possibly this could be a donation from a local business.

Notebooks for members could be folders that cost approximately $.25 each.

Postage for mailing letters to businesses.

PUBLICITY

Special signs printed at school for businesses to display in windows advertising their participation in this project might be what is needed to get the business community's support in projects.

TIME FRAME

The time frame may be set for any length desired. A longer time frame would give members more varied experiences. Also longer time frames would be more realistic and comparable to "real" life situations.

FOLLOW-UP AND EVALUATION

A simple questionnaire should be sent to participating businesses to get their evaluation of the project. Ask for suggestions for improving the project for possible future use.

Have members fill out questionnaires on projects and also evaluation forms.

Be sure there is a section for "Other Comments."

APPENDICES

sample list of possible situations
sample list of basic assumptions
sample copy of letter to businesses introducing project
sample of display sign
student questionnaire
business questionnaire

Possible Situations

- Filing simple income tax forms
- Pregnancy
- Home completely destroyed by fire
- Automobile accident--car is totaled
- Death of mate/child/parent
- Job promotion and raise
- Purchasing a home
- Lay off from job
- Furniture purchase
- Clothing purchases
- Going to school--Ways to finance (post-secondary)
- Investing--savings account/stocks/etc.
- Purchase various types of insurance
- Purchasing car
- Borrowing money for unexpected bills

Sample Basic Assumptions

- Monthly Income (take-home pay appropriate for assumed jobs)
- Own one 1979 car valued at $3,000 (assume payment)
- Renting a one-bedroom apartment
- Utilities for a month
- Distance from jobs
- Family or single coverage Blue Cross/Blue Shield Insurance (paid by employer)
- Monthly food bill
- Monthly telephone bill
- Miscellaneous expenses
- Entertainment
- Savings goal

NOTE: Be sure to use school letterhead or FBLA chapter letterhead.

Date

Name of Business
Street Address
City, ST ZIP

Greetings from FBLA!

FBLA (Future Business Leaders of America) is a national professional organization for secondary students enrolled in business programs. FBLA provides additional opportunities for students to gain experience in developing leadership skills, developing positive work attitudes, developing job application and interview skills, learning about our American economic system, developing attitudes about civic and social responsibilities, developing skills in consumerism, and many other vital areas.

For the past five years, the national project has been Project AWARENESS and will be the project again this year. It was developed to help tomorrow's business leaders develop greater economic understandings.

As the newly elected (put title here, i.e. FBLA President, Name of Chapter), one of my responsibilities is to gain community and business support for our local projects. One of the projects this year is entitled, "Cost of Living Simulation." During this project the members will be asked to use their freedoms of choice to live for (time frame, i.e. nine months) in the "real world." We will be "purchasing" homes, making personal budgets, shopping for insurance and credit, and experiencing many other situations.

In a few days, one of our members will contact you to explain the details of our project further. You can participate by talking to and helping our members when they come to you to "buy" your products and services. Our members will visit only businesses that are participating and record price data for items they would buy from you if they were adults supporting themselves. If you indicate a desire to help train the future leaders of our community, you will be given a sign to display in your window.

Your valuable time is greatly appreciated, and I hope you will help us learn more about our economic system. If you should like to visit with us at one of our meetings or at school, please feel free to come. Also, any information you can contribute on our economic system or consumerism will be placed in our resource book in the school library.

Sincerely,

Name
Title

Adviser's Name & Signature
School address if not listed on letterhead
School phone if not listed on letterhead

SAMPLE

STUDENT QUESTIONNAIRE

Please circle the response that best describes how you feel about what you have learned in this simulation.

GOOD	FAIR	POOR	This simulation has helped me value my economic system more because of my freedoms of choice.
GOOD	FAIR	POOR	This simulation has made me face some of the situations that occur in life more realistically.
GOOD	FAIR	POOR	This simulation has helped me understand competition's role in our economic system.
GOOD	FAIR	POOR	This simulation has helped me better understand the laws of supply and demand.
GOOD	FAIR	POOR	This simulation has helped me locate possible sources of information concerning products and services.
GOOD	FAIR	POOR	This simulation has helped me understand the "real costs", (i.e. credit), of different products and services.
GOOD	FAIR	POOR	This simulation has helped me learn that I must shop for credit as well as for products and services.
GOOD	FAIR	POOR	This simulation has helped me determine which products and services to purchase because of comparative shopping.
GOOD	FAIR	POOR	This simulation has helped me learn that preplanning purchases and comparative shopping can save me time and money.
GOOD	FAIR	POOR	This simulation has helped me plan more efficient and satisfying use of my money based on my own values and goals.

Strengths of Project: ____

____

Weaknesses of Project: ____

____

Other Comments: ____

____

____

____

SAMPLE

BUSINESS QUESTIONNAIRE

Please circle the response that best describes how you feel about the project. Any statements that you feel need clarification, please feel free to make comments after them.

GOOD FAIR POOR	This simulation helped the members value their economic system more because of their freedoms of choice.
GOOD FAIR POOR	This simulation made the members face some of the situations that occur in life more realistically.
GOOD FAIR POOR	This simulation helped the members understand competition's role in the economic system.
GOOD FAIR POOR	This simulation helped the members better understand the laws of supply and demand.
GOOD FAIR POOR	This simulation helped the members locate possible sources of information concerning products and services.
GOOD FAIR POOR	This simulation helped the members understand the "real costs" (i.e. credit), of different products and services.
GOOD FAIR POOR	This simulation helped the members learn that they should shop for credit as well as for products and services.
GOOD FAIR POOR	This simulation helped the members determine which products and services to purchase because of comparative shopping.
GOOD FAIR POOR	This simulation helped the members learn that preplanning purchases and comparative shopping can save time and money.
AGREE DISAGREE	This simulation provided a unique opportunity for FBLA members, and I would be willing to help again in this project.

Strengths of Project: ______________________________

____

Weaknesses of Project: ______________________________

____

Other comments: ______________________________

____

Chapter 8

ECONOMIC AWARENESS FOR ELEMENTARY SCHOOL STUDENTS

By Frankie Buckman
and Shawn Grubbs

TARGETS

elementary age school children
grades K thru 6

ECONOMIC CONCEPTS

Basic concepts of the free enterprise system. Concepts which could be emphasized are: economic freedoms, competition, risk, role of government, free enterprise vs. alternatives, and capital.

OBJECTIVES

--to develop an awareness of our free enterprise system as compared to alternative systems among elementary age children.

--to acquaint these students with an understanding of how the free enterprise system works.

DESCRIPTION

Young citizens need to be more aware of our American Free Enterprise system. Therefore, the following group of activities may be used by chapter members in an awareness program for elementary children.

1. Coloring books are a favorite of elementary children. Chapter members could collect pictures that tell a free enterprise story for tracing or duplicating or draw their own pictures and ideas. Pictures should convey some message or concept about free enterprise. Pictures and messages must be simple and limited to a single idea. For example, the FBLA newsboy series could be adapted. A picture of a young boy or girl with a bag of newspapers and the caption "Each American newspaper carrier earns more in a year than half the people on earth." Members can duplicate, compile, and distribute coloring books to local elementary schools.

2. Coloring contest. When distributing coloring books, give directions for this contest. Children can color and submit one page from their coloring book. Guidelines should be set up; including neatness, selection of colors, overall quality of work, attractiveness, etc. A deadline should be determined and chapter members can pick up completed entries at a given time. Prizes can be awarded to the winners. Businesses may donate prizes if asked. Another type of follow up: ask students to draw, color, or submit their own pictures of something related to business, such as favorite store, parents' jobs, something they will save for.

3. Skits can be fun for both chapter members and elementary school children. If your chapter wishes, they can write their own skits or use one that's already available. Contacts should be made through elementary school for arrangements.

3. Puppet shows can be used to illustrate basic concepts and ideas of the free enterprise system. Puppets can be made, purchased or borrowed. Favorite characters from Sesame Street, Popeye, Superman, Wonder Woman, Charlie Brown and others can be used to convey messages.

4. Reading program. Chapter could research the library and other sources and gather stories relating to free enterprise. Arrangements could be made to visit the elementary classes once a week for a 'story hour.' Members could volunteer to read to the children and discuss the story afterwards. This may also be done in local day care center. An on-going, periodic program will become more meaningful for the groups.

5. Films. Free loan films are available upon request. They could be shown to various classes in the school or at assembly programs. Check with the school principal for permission and details. Film or filmstrips must be short because of the limited attention span of youngsters. (See sources in appendix to this report.)

6. Poster contests. This would be a good follow-up activity to a skit, puppet show, or series of stories. The children would be exposed to various economic concepts and doing a poster would be a good way to evaluate the results or impact of these activities. Guidelines could be set up and prizes could be awarded to the winners. Posters could be hung throughout the school for others to see or in businesses throughout the community.

7. Puzzles, picture games, etc. These could be incorporated throughout the awareness program. The types of games to be developed would depend upon the grade level of the children. Any of these activities could be adapted to a shopping mall, park or sidewalk activity for youngsters.

8. Members or committes will need to contact the schools well in advance for an explanation and permission to conduct the event, and arrangements should be made with the individual teachers.

9. An elementary teacher would be a good resource person for reviewing materials as they are developed.

EXPENSES

Expenses may be incurred in purchasing supplies such as poster board, paper, etc. needed for the various activities. The amount will vary according to the types of activities. Members will need transportation to the local elementary schools.

Businesspeople may be asked to donate prizes.

PUBLICITY

The chapter may want to take some snapshots of the children and their involvement in the awareness program. News articles could be written and sent to the local newspapers for publicity. Also, if the poster contest is used, the posters on display in the local businesses would be good publicity.

TIME FRAME

Group discussions at a chapter meeting, poster contests, or others can be used as a means of follow-up for the children. An evaluation from the chapter members would be helpful to see what their reactions were and recommendations could be made for the following year. A formal evaluation of the project by teachers whose classrooms were visited would be very helpful also.

Suggested Supplementary Materials

The American Economic System . . . and your part in it.; prepared by The Advertising Council and the U.S. Department of Labor. Single copies are available without charge by writing: "Economics", Pueblo, Colorado 81009

Tom's Balloon, Wheelabrator-Frye, Inc., An Annual Report for Young People, 1977, Liberty Lane, Hampton, NH 03842

Our Economic System, Consumer Information Services, Dept. 703 Public Relations, Sears, Roebuck and Co., Chicago, IL 60684 (this would be a good source for your chapter members to gather information from and develop word games, etc. for the elementary school children.)

Chapter 9

STUDENT'S GUIDE TO FREE ENTERPRISE--A RESOURCE

By Paula York

TARGETS

chapter members
business students
all high school students
faculty

ECONOMIC CONCEPTS

all concepts dealing with our free enterprise economic system

DESCRIPTION

Chapter will establish a loose-leaf binder in which articles about free enterprise can be compiled.

This book will have a permanent place in the school library's reference section.

Book will contain pamphlets from economic education sources, articles from newspapers and magazines, speeches on free enterprise and any other materials found on the subject. Students can use this reference for speech writing or general information.

Book will be updated from year to year. As it grows, separate books for each economic concept may be developed.

METHODS AND MATERIALS

Appoint committee to establish resource book.
Obtain permission from principal and librarian.
Obtain binder and sheet protectors.
Collect brochures, pamphlets, articles. (Sample letter for ordering materials is attached.)
After book is compiled, publicity committee advertises it to the high school through newspaper, bulletin board, etc.
Each month the committee will update the book.
Use bibliography and "Sources of Free Enterprise Information" in this report to order materials.

Materials: Loose leaf binder with plastic page protectors.
Pocket pages for brochures would be helpful.

SUPPORTERS

advisers
FBLA chapter members
faculty members
administrators
business and community leaders

TIME FRAME

Start at beginning of school year--then let it be a continuous project.

FOLLOW-UP AND EVALUATION

Informal feedback, librarian's comments and use statistics. Survey to determine number of students reading it.

This is a sample letter suggested for use in requesting materials and/or catalogs from selected sources. Since many materials offered are made available ONLY TO EDUCATORS, be sure that your advisers authorize any letters you send out by having his/her signature appear on the correspondence IN ADDITION TO YOURS.

Date

Name
Street Address
City, State Zip

Dear Sir:

FBLA-PBL is a national professional organization for secondary and post-secondary students enrolled in business programs.

We are involved in the continuing economic education project entitled "Project AWARENESS." Addressing itself to free enterprise and every individual's role in it, Project AWARENESS is helping tomorrow's business leaders to develop greater economic understanding.

As the newly elected (put your title here, i.e. FBLA President, Name of Chapter), one of my areas of responsibility includes assisting members in locating and obtaining resource materials relevant to our economic awareness program.

Brochures, books and/or catalogs of materials pertaining to free enterprise and the American economic system would enhance our collection. We are also interested in the availability of quantity discounts for purchased items, since it is likely that your materials will be used by our many members.

We eagerly await information regarding the materials you have available.

Sincerely,

Name
Title

Adviser's Name
Title

Chapter 10

FREE ENTERPRISE WEEK

By Frankie Buckman
and Shawn Grubbs

OBJECTIVES

--to acquaint students, parents and community with the importance of our free enterprise system as it relates to individuals.
--to develop an awareness of the American Free Enterprise System among chapter members.

ECONOMIC CONCEPTS

multiple concepts
(activities will determine)

TARGETS

high school students
parents/community
businesspeople

DESCRIPTION

Designed to promote and to develop a better understanding of our free enterprise system throughout the community, this project involves a variety of activities for your chapter to do throughout "Free Enterprise Week." Local Chamber of Commerce or other professional groups may be very helpful in planning this activity. The chapter's advisory board is another source of help for this project. The Free Enterprise Week Committee should meet with a representative of one of these groups to seek ideas and possibly, co-sponsorship.

The following list contains possible activities for this project. Other project descriptions in this collection also contain activities that could be incorporated into this activity.

1. Proclaim a certain week as free enterprise week in your community. This may be done by having a proclamation signed by the Mayor. Chapter officers should meet with the Mayor for the official signing. Be sure to have news reporters on hand for publication in the local newspaper or announcements on the radio. Also, don't forget your camera; you will want a picture for your scrapbook.

2. Publicize Free Enterprise Week by placing notices on business marquees in your town. Check with local businesses and secure permission. Slogans such as: "Support Free Enterprise Week (month, day) through (month, day)", "(School name) FBLA chapter supports free enterprise", or others can be used.

3. Also publicize by placing posters in local businesses announcing free enterprise week. These posters may be made by chapter members or by others. Winners from a poster contest may be used. National chapter posters are available from the Field Services Division.

4. Bulletin boards displayed throughout the school promoting free enterprise or economic concepts. This would make the student body more aware of our system. Members could plan and construct several to be displayed the entire week. Permission may be granted from the school administration.

5. Field trips. A chapter field trip or series of field trips may be planned during free enterprise week. A variety of businesses could be visited to emphasize the differences in ownership, marketing services, store policy, etc.

6. Films. A film may be used to show to various classes throughout the school, at a chapter meeting or a film series may be planned for the public. One film could be shown each night for the entire week focusing on one specific economic concept. This would need to be well organized and advertised to the community. A film projector would be needed, someone to show the film(s), permission to use the school gym, auditorium or other place to show the film(s). Refreshments could be served or sold through the concession stands. (Free films are available upon request. See appendix for details.)

7. Brochures or flyers may be developed explaining the basics of our economic system or other economic concepts. These could be duplicated on spirit masters or by a printer, depending upon the chapter's financial status. These may be distributed after the film or film series to the public.

8. Guest speakers. Ask a local businessperson to speak at chapter meetings, school assembly programs or parent/community groups about an aspect of free enterprise. A guest speaker series could be organized similar to the film series with a question-and-answer session following.

9. News articles. Chapter could distribute news releases about their efforts in publicizing free enterprise. This would promote free enterprise as well as the chapter.

10. Role play. Chapter members could do individual projects researching a particular occupation and its role in our system. Students could

"dress the part" of their chosen occupation on a given day and present their findings to a chapter meeting, school assembly program, community organization, etc.

EXPENSES

The expense of this activity will vary greatly according to the types of activities and the number of activities the chapter wishes to engage in.

SUPPORTERS

chapter officers
chapter members
school student body
parents/community groups
businesspeople

PUBLICITY

Publicity has been expressed throughout the various activities.

TIME FRAME

One week for the actual project; however, more time will be needed for planning and organizing. This will depend upon the types of activities selected. Allow ample time for film delivery, securing guest speakers, etc. Use member committees extensively to carry out the various activities. Contacts with businesses should be made by students.

FOLLOW-UP AND EVALUATION

Questionnaires could be used after many activities involving chapter members, school students, guest speakers, or films to determine the impact. Another project in this collection contains questions for surveys.

Chapter 11

BUSINESS APPRECIATION ACTIVITIES

By Elizabeth Cliburn

TARGETS

business community
members

ECONOMIC CONCEPTS

multi economic concepts

OBJECTIVES

--to express appreciation to the business community for the assistance rendered the chapter and individual FBLA members.

--to get the FBLA members in touch with the business community by making them aware of what the business people do for them, their chapter, and their school.

--to promote FBLA in the community.

DESCRIPTION

Each year business people in the community give of their time and money to assist the chapter and its members in their activities. Many times the chapter allows these efforts to go unrewarded--not by intent but through lack of follow through on activity and those who helped. The chapter needs to show its appreciation for each contribution, whether it be monetary or one of time and effort, either immediately following the contribution or sometime within that school year.

METHODS AND MATERIALS

Each activity to show appreciation to the businessperson who has assisted your chapter should be well planned by the members. Careful consideration should be given to selecting an appropriate appreciation activity, to any publicity involved with the activity, and to making this activity a good experience for the businessperson as well as for the chapter.

The following are activities and gift suggestions for showing appreciation to the business community for its many contributions to the chapter:

1. Have an Appreciation Breakfast/Dinner/Reception for all business-people who have helped. This type of social function can be as simple or complicated as the chapter wishes to make it. Have it at the school or a local restaurant. The reception could be combined with an Open House at the school's business department which could give an additional opportunity to acquaint the business community with what is going on in the classroom of their local schools.

2. Provide the dessert and program at a civic organization as a way of saying "thank you." Include as the program an explanation of FBLA, what the local chapter's activities include (especially the chapter's involvement with free enterprise), and, of course, a word of appreciation.

3. Buy an ad in the local newspaper large enough to obtain the reader's attention. Include a thank you message, information about your chapter and its activities, and list the chapter officers and adviser(s). You might wish to feature those individuals who have contributed or make a general statement to the community as a whole.

4. Marquees, billboards, signs and posters (either made individually by the members, duplicated or professionally printed) can be displayed throughout the city or county.

5. Adopt a business. Select a business that has been helpful in the past and offer your services for large mailings, typing, host/hostess duties at their open houses, and clerical duties (during holidays from school or on Saturdays). Send seasonal cards to the business with a short thank you note attached, treat the employees to refreshments, give a box of candy on Valentine Day, or send flowers to the secretaries on Secretaries' day, etc.

6. Salute a businessperson each week or month by placing an ad in the newspaper or school newspaper with the person's picture. Give a brief profile on that person and his/her contribution to FBLA. Invite them to attend your monthly FBLA meeting as a guest or as the speaker.

7. Present certificates of appreciation, gift sets with the FBLA emblem/logo (see Balfour and Metal Decor catalogs), a plant for their office, or any other gift.

8. Speakers--be sure to show your appreciation to these people.

9. Nominate someone who is an outstanding businessperson and who has contributed time, effort, or money to FBLA as Businessperson of the Year. Send a letter outlining the person's contributions to FBLA and other biographical information to your state executive secretary or state adviser.

10. Make the businessperson an honorary member and present him/her with a certificate or plaque.

11. Have a member design and duplicate appreciation cards to be sent to the businesspeople. (See Understanding Business Series of this publication for a sample.)

12. Invite the business people who have helped your chapter to your Awards/Achievement Banquet or on an informal visit to your department or as a guest at a chapter meeting.

13. Appoint someone as a business adviser to your chapter.

14. Sponsor a Free Enterprise Forum luncheon for business people with a free enterprise debate or quiz bowl presented by the FBLA members as a program.

15. If the businessperson has a supervisor at work, write the supervisor outlining the person's contributions to the chapter. Be sure to send a carbon copy to the person.

EXPENSES

Expenses will vary according to the method of expressing appreciation.

SUPPORTERS

As this is an expression of the chapter's appreciation, no support should be sought outside the chapter's treasury and membership.

Chapter 12

ORGANIZE A CREDIT UNION

By Betty C. Nunn
and Sue W. Carter

TARGETS

chapter members
chapter members' parents
community members

ECONOMIC CONCEPTS

credit
cost of living
standard of living
investment

OBJECTIVES

--to learn how credit can help to shape a family's financial growth and security

--to identify the common forms of consumer credit

--to learn what qualifies a person to use credit

--to identify the problems associated with the use of credit

--to learn the wise use of credit

--to disseminate information about the establishment of an FBLA credit union

--to reach community members through a radio program about credit

DESCRIPTION

The ultimate goal of this project is to set up an FBLA credit union so that members can gain first-hand knowledge of the benefits and problems associated with the use of credit. A fringe benefit associated with this project could be the beginning of a credit record for your FBLA members. When they graduate from high school and apply for credit in their own names, they could use the FBLA credit union as a credit reference on their application blanks.

FBLA members need to learn about the wise use of credit before the credit union is established. This could be accomplished by using a one week teaching unit on Consumer Credit prepared by the Educational Services Division of the National Consumer Finance Association. Optional methods could be:

1. Guest speakers from banks, credit unions and/or credit department of businesses in your community.

2. Teaching unit on Consumer Credit from business and/or economic textbooks.

METHODS AND MATERIALS

Appoint a committee which will be in charge of this project.

Have this committee prepare bulletin boards to capture the interest of your members. Suggestions for bulletin boards are:

1. Need Extra Cash--Watch for Information about an FBLA Credit Union
2. FBLA Credit Union--Coming Soon--Watch and Listen for more Information.

At a chapter meeting, have the chairman of the Credit Union Committee explain this project to FBLA members. The chairman should also explain that there will be group activities to learn about the use of credit. A $5.00 entry fee will be required from each member and your committee chairman should be careful to emphasize that this $5.00 is an investment for each member, that they will get their $5.00 plus interest back at the end of the year. When there are no more questions, have members vote on this project.

Conduct a five-hour teaching unit on Consumer Finance. This teaching unit can be obtained from the Educational Services Division of the National Consumer Finance Association. (This assumes that members are enrolled in a course where such a unit could be included. If this is not possible, one or more chapter programs could be developed.)

Appoint the following committees:

1. Finance committee--this committee will be in charge of investigating ways of providing capital for the Credit Union. If your chapter has the necessary capital available, you can use this. Note: It is better to have a separate account for this special activity. This committee will also have the duty of drawing up the necessary forms for the project and keeping records of loans, payments, interest, etc.
2. Open House Committee--this committee will be responsible for planning an Open House for parents. Jobs include:
    (a) designing and printing a brochure for distribution. "Do's and Don'ts of Credit" (Copy attached)
    (b) printing a leaflet entitled "Generalizations About Credit" (copy attached)
3. Skit Committee--this committee will be responsible for casting and producing the skit "Is It Worth the Cost?" (copy attached)

4. Radio Program Committee--this committee will be responsible for production of the radio program "Who Gets the Credit?"

At the Open House, the following activities could be included:

1. Explanation of Project Awareness. The history of the project, a description of some of the projects which have been done by FBLA chapters, and some of the activities your chapter has engaged in.

2. Another complete explanation of how the FBLA Credit Union is to operate.

3. Brochures distributed to parents and members entitled "Do's and Don'ts of Using Credit."

4. Leaflet distributed to parents entitled "Generalizations About Credit."

5. Present skit entitled "Is it Worth the Cost?"

Put your Credit Union into operation:

1. Have a credit union enrollment program for FBLA members. Each member should pay $5.00 for membership in the credit union.

2. Appoint a board of directors consisting of three members. Their job will be to approve or disapprove loans. Loans of $30.00 or less will be approved by any one of the board of directors. Loans of more than $30.00 must be approved by all three members of the board of directors plus one of the FBLA advisers.

3. The finance committee should keep accurate up-to-date records. Any failure of members to meet payments should be brought to the attention of the board of directors. They, in turn, will have the responsibility of deciding if and when to notify FBLA advisers.

Radio program should be presented at any time convenient to your local radio station. Make a special effort to publicize this radio program in order to have as many listeners as possible.

Close the books for the year and evaluate your project.

EXPENSES

Your chapter will probably need at least $500 capital in addition to the $5.00 membership fee from each member. This money will not be an expense because it will all be repaid. If you chapter doesn't have $500 it can do without, maybe your FBLA Advisory Board can help with ideas on providing capital for this project.

SUPPORTERS

FBLA Advisers--must teach unit on credit or suggest resource people to do the teaching. Advisers must be very supportive and persuasive in getting parental approval. They must also be careful to oversee loans and see that members don't get in debt beyond their ability to repay.

FBLA parents--must give their approval for the project in order for it to be successful. You will have to overcome their fears that their children will become dependent on credit rather than learning the wise use of credit.

School administrators--sanction and approve the project.

FBLA Advisory Board--can provide ideas for conducting project and locating the necessary capital

Local Radio station--must be willing to provide time for your radio program.

State programs--many states have a Credit Union League or similar organization. They frequently offer advice and support for establishing credit unions among student groups. The chief officer of any local credit union should be able to identify such an organization in your state.

PUBLICITY

newspaper articles
radio announcements
brochure (see appendix)
leaflet (see appendix)

TIME FRAME

Project should start with the first FBLA meeting and all books should be closed at least two weeks before the school year is over.

FOLLOW-UP AND EVALUATION

Conduct discussion groups concerning the impact of the project.
Fill out evaluation forms. (attached)

SOURCE LIST

"One Week Teaching Unit on Consumer Finance"
Educational Services Division
National Consumer Finance Association
1000 Sixteenth Street, Northwest
Washington, D.C. 20036

"Your Guide for Teaching Money Management"
Money Management Institute
Household Finance Corporation
2700 Sanders Road
Prospect Heights, Illinois 60070

Dramatizations for Business Classes by Herman Mintz
J. Weston Walch, Publisher
Portland, Maine 04104

EXHIBITS

The following pages contain materials used with this project:

GENERALIZATIONS ABOUT CREDIT, a handout for chapter members.

CONSUMER CREDIT PRE-STUDY INVENTORY TEST

CONSUMER CREDIT QUIZ

CREDIT PURCHASES: IS IT WORTH THE COST?, a skit

FBLA CREDIT UNION CREDIT APPLICATION

FBLA CREDIT UNION LEDGER CARD

EVALUATION OF FBLA CREDIT UNION

GENERALIZATIONS ABOUT CREDIT

Consumer credit permits the use of future income to satisfy present needs and wants.

Sales credit (open end), for buying goods and services, and cash credit (closed end) for borrowing money are the two basic types of consumer credit.

Obtaining credit depends on the consumer's ability and willingness to repay, which is measured by the three C's -- character, capital and collateral.

Credit is a service for which consumers pay.

Credit can be used safely only when it involves amounts that can be comfortably repaid out of future income.

Knowing the cost of credit contributes to using it intelligently.

It is as important to shop for credit as it is to shop for other goods and services.

Credit contracts set forth the legal rights and responsibilities of both creditors and debters.

The need for credit may vary at different stages in the family life cycle.

Wisely used, credit can help consumers raise their level of living.

Misuse of credit may lead to serious financial problems.

When large numbers of consumers misuse credit, the financial consequences affect not only the debtors and creditors, but society and the economy as well.

Manageing credit dollars requires planning the use of credit within the framework of an overall personal or family financial program.

Federal, state, and provincial laws regulate most aspects of the consumer credit business.

Consumer credit helps to create a balance between supply and demand in a mass-production economy.

MONROE COUNTY AREA VOCATIONAL EDUCATION CENTER

CONSUMER CREDIT

PRE-STUDY INVENTORY TEST

Instructions: Fill in the correct word:

1. Government uses government credit to finance government services when expenditures exceed revenue. Business uses production or commercial credit to finance production and distribution of goods and services. Credit used by individuals and families to acquire goods or cash or services is called ________credit.

2. Credit obligations which the borrower repays in two or more periodic payments are called _________credit.

3. ______________ is credit by means of which an item of durable goods is bought and paid for by a consumer through periodic payments.

4. ______________ is credit by means of which money is loaned directly to an individual or family and repaid through periodic payments.

5. ______________ credit is a form of non-installment consumer credit used to pay telephone, gas and electric bills, and to pay for the professional services of doctors, dentists, etc.

6. Thirty-day charge accounts in department stores and other retail outlets are a form of ___________________ credit.

7. ______________ credit is long-term credit used by consumers to purchase homes.

8. In an installment sales credit transaction, an agreement that withholds title to an item of durable goods until it is fully paid for is called a ______________ sales contract.

9. _____________ income is about the same as "take home pay."

10. _____________ income is the amount remaining from income after essential living costs have been taken out.

11. _____________ is an evaluation of your qualifications to receive credit, based largely on your past record in meeting credit payments.

12. _____________ are everything an individual or a business or other institution owns that has monetary value.

13. The total of what a family owes make up its ___________ on the balance sheet.

14. What a family owes, subtracted from what a family owns, leaves the family's ______________.

NOTE: Score 7 points for each correct answer. Perfect score (14x7) is 98.

CONSUMER CREDIT QUIZ

INSTRUCTIONS: Circle the letter of the statement that is INCORRECT.

1. Disposable income includes:

   a. the amount of income tax, social security and other deductions taken out before the paycheck is received
   b. the amount to be used for essential living costs
   c. income after taxes from all sources
   d. discretionary income

2. Your credit rating is:

   a. based largely on your past record of meeting payments
   b. carefully investigated by a credit grantor
   c. based solely on the size of your income
   d. an important part of your personal reputation

3. Edgar Q. Smith would count as assets:

   a. his fully-paid-for car
   b. the amount he still owes on his car
   c. his savings account
   d. his equity in his house

4. Family assets may be in the form of

   a. cash in the bank
   b. investment in stocks, bonds, insurance policies
   c. automobile, refrigerator, or other consumer durable goods
   d. rented living quarters

5. Discretionary income includes:

   a. all disposable income left after essential living costs have been met
   b. essential living costs
   c. income to be allocated to savings, insurance, medical care
   d. income which the consumer may spend according to his own judgment or discretion

6. The American consumer's CURRENT assets include:

   a. his home, his automobile and other durable goods
   b. his currency and savings deposits in the bank
   c. his savings bonds
   d. his investments in stocks, bonds and other securities

7. The Federal Reserve Board has described several benefits to the consumer from use of installment credit including:

    a. installment credit provides greater flexibility in the timing of expenditures
    b. durable goods usually are acquired sooner than if credit had not been used
    c. many consumers welcome the discipline of monthly installment payments as a spur to savings
    d. credit enables consumers to live beyond their income

8. The largest number of cash installment consumer loans are provided by consumer finance companies. These financial instutions:

    a. do not accept deposits and therefore do not lend depositors' funds
    b. are licensed and supervised by state authority
    c. are finance companies that specialize in sales installment credit
    d. are also known as small loan or personal loan companies

9. Most automobiles, household appliances, and other major durable items, are purchased by the use of sales financing. Sales finance companies:

    a. are frequently third parties in a deal-consumer contract
    b. must cancel the obligation if the item purchased is returned to the dealer
    c. may protect their obligation with a conditional sales contract
    d. may buy a dealer contract at a discount price

10. Short and intermediate term consumer credit includes:

    a. 30 day charge accounts
    b. mortgage credit used to buy a home
    c. sales installment consumer credit
    d. cash installment consumer credit

CREDIT PURCHASES

Is It Worth the Cost?

Characters:

Announcer
Mrs. Cosgrove
Mr. Cosgrove
Teddy Cosgrove, a high school senior
Andrea Sue Cosgrove, a seventh grader
Arthur Bottom, a boarder

ANNOUNCER: Arthur Bottom, the Cosgrove family's friendly boarder, is planning an important credit purchase. He's buying ski equipment. Arthur needs a pair of skis, ski poles, shoe fittings, and ski boots. The total purchase price for the ski equipment is approximately $200. Arthur doesn't have the $200 in cash, so he intends to buy the skis on credit. He's not sure whether to use an open charge account or installment purchase credit. Arthur is discussing the decision with Mr. Cosgrove and the rest of the family.

ARTHUR: I still hope to buy the ski equipment, but it's quite expensive.

MR. COSGROVE: Just how costly is the ski equipment?

ARTHUR: Let me see. Pair of skis costs $50; the ski poles are $25; shoe fittings are high, they cost $50; and the most expensive item is boots, $75. The total comes to (he hesitates) hmmm--$200.

MR. COSGROVE: That's quite a bit of money, Arthur.

ARTHUR: You're right about that. It's an expensive purchase. In a way, though, I can save the money that I now spend on rental fees.

MRS. COSGROVE: It sounds to me like you may not be able to afford that savings.

ARTHUR: What do you mean, Mrs. Cosgrove?

MRS. COSGROVE: Just this, Arthur. How will you be able to raise the $200?

TEDDY: Use credit. Dad bought his car battery on an open charge account. There wasn't even a service charge.

MRS. COSGROVE: The price tag on the battery was $34.95. Arthur's ski equipment will cost about $200. I don't think it would be wise to use an open charge account for the ski equipment purchase.

ANDRA SUE: Why? Aren't you allowed to buy skis on an open charge account?

TEDDY: That was a remarkable question from my sister, Andrea Sue, the ski princess.

ARTHUR: Andrea Sue asked a good question, Teddy. You're too quick to criticize your sister. I've thought about using an open charge account for the ski equipment. What do you think about it, Mr. Cosgrove?

MR. COSGROVE: I don't advise it. Charge accounts are for everyday purchases.

TEDDY: Is a car battery an everyday purchase? You bought that on your open charge account.

MR. COSGROVE: A car battery is not an everyday purchase, at least I hope not. My new car battery has a thirty-six month guarantee.

TEDDY: Then why did you buy it on your open charge account? You said open charge accounts were mostly for everyday purchases.

MR. COSGROVE: Right, Teddy. But in this case, the cost was low enough to pay it all off in thirty days. I saved interest that way. You see, an open charge account is an example of noninstallment credit. You're expected to pay for the purchase in one payment.

ANDREA SUE: Can you pay for your skis within thirty days, Arthur? You'd save the service charge.

ARTHUR: I'm afraid not. The total cost is far more than I can handle at any one time.

ANDREA SUE: If you can't use an open charge account, what will you do?

ARTHUR: I'm not sure.

MRS. COSGROVE: Have you thought of installment purchase credit? That's how we bought our refrigerator.

ANDREA SUE: Mother, you're a genius!

TEDDY: She probably takes after her one and only favorite son -- ME.

MR. COSGROVE: That's doubtful Teddy, but your mother's idea is a good one.

ARTHUR: I agree 100 percent! That settles the matter. I'll buy the skis on credit tomorrow.

MRS. COSGROVE: Not so fast, Arthur.

MR. COSGROVE: You first have to ask yourself the basic credit question. That's the wise consumer way.

ARTHUR: What question?

MR. COSGROVE: Is it worth the added cost?

ANDREA SUE: Added cost? Does installment credit cost more than an open charge account?

MR. COSGROVE: I'm afraid it does, Andrea Sue. There's no service charge on an open charge account if the purchase is paid for within thirty days. We used installment credit to purchase our refrigerator. Your mother and I pay a service charge as part of our monthly payments.

MRS. COSGROVE: After a year or two, the service charges really add up to a sizable sum. You see, installment credit costs money.

MR. COSGROVE: It sure does. The dollar cost of buying our refrigerator on credit comes to a cool $500.00.

TEDDY: Wow! I thought you were a wise consumer, Dad.

MR. COSGROVE: I try to be a wise consumer. In this case, your mother and I decided we really needed the refrigerator. It was worth the added cost.

MRS. COSGROVE: Added cost is something that must be considered with every credit purchase.

ANDREA SUE: Are the skis worth the extra dollar cost you will have to pay if you buy them on the installment plan, Arthur?

ARTHUR: I don't know, Andrea Sue. First, I'll have to figure out the dollar cost. Then, I must think about it. I can see now that the wise consumer must carefully consider his credit purchases. In fact, I'm starting to wonder if I really need the skis in the first place. I have to think about it.

ANNOUNCER: Installment purchase credit is no easy matter. It requires careful thought. The wise consumer always asks himself or herself if the credit purchase is worth the added cost. Open charge accounts are used for everyday purchases. If paid for within thirty days, there is no service charge. The revolving charge account gives the credit customer the option of paying for a purchase in one payment or of deferring part of the payment until later. There is a monthly charge for the unpaid balance.

FBLA CREDIT UNION
CREDIT APPLICATION

Please type or print:

Amount Requested $50.00

Date Desired 12/11/80

What Proceeds of Credit is to be used for: Christmas gifts

Full Name: Debra Isenberg

Bithdate: February 13. 1963

Street Address: Route 5

City: Tompkinsville State: KY Zip: 42167 Phone: 123-4567

Social Security Number: 987-65-4321

Present Employer: CETA program Phone: 135-7900

Position of Title: CETA employee Name of Supervisor: Douglas Carter

Present net salary $ 3.10 per hour

Name of nearest relative not living with you Linda Shaw

Relationship sister Address: Rt. 3, Tompkinsville Phone: 246-8024

Marital Status ___ Married x Single ___ Divorced

If credit is over $30.00 describe briefly the property to be given as security:

Checking account at People's bank.

Everything stated in this application is correct to the best of my knowledge. I understand that you will retain this application whether or not it is approved. You are authorized to check my credit and employment history and to answer questions about your credit experience with me.

Applicant's Signature Debbie Isenberg Date: 12/9/80

Loan Approved Mary Thompson Disapproved ______

If disapproved, why? ______

FBLA CREDIT UNION

Name: ____

FBLA Credit Union, ______________________________, 19 _____

__________________________________ dollars with interest at

the rate of __________ per cent weekly.

PAID ON PRINCIPAL

Date	Amount		Balance Due

PAYMENTS ON INTEREST

Date Paid			Interest Paid
Mo.	Day	Year	

EVALUATION OF FBLA CREDIT UNION

	Yes	No	Undecided
1. Has this project been worthwhile to you as an individual?	____	____	____
2. Has this project been worthwhile to our FBLA chapter?	____	____	____
3. Did your parents approve of the project before it was started?	____	____	____
4. Do your parents approve of the project now?	____	____	____
5. Should this project be repeated again next year by our chapter?	____	____	____
6. Do you feel you have a better understanding of the credit process now than you did before we began our project?	____	____	____
7. Have your hear comments from people in the community about this project:	____	____	____
8. Were those comments favorable?	____	____	____
9. Do you feel that sufficient planning went into this project?	____	____	____
10. Do you feel you received adequate support from your FBLA officers and advisers?	____	____	____

Chapter 13

ENERGY AND THE ECONOMY

By Betty C. Nunn
and Sue W. Carter

TARGETS

chapter members
chapter members' families
elementary school students
   fifth and sixth grades

ECONOMIC CONCEPTS

cost of living
inflation
cost of regulation

OBJECTIVES

--to give FBLA members and their families an understanding of how the cost of energy used in their homes affects the cost of living for the familiy.

--to show how significantly inflation and government regulations have increased the cost of energy used in the home.

--to create an awareness throughout the community of the need for conserving energy.

--to compile energy information for student use

DESCRIPTION

This project was developed for a community where 90 percent of the homes use electric heat. The emphasis is on the Kilowatt hours (KWH) consumption. The same ideas, objectives and materials could be used, however, with any source of energy prevalent in the community.

Guest speaker: Contact your electric company and arrange for a guest speaker. Ask the guest speaker to talk to your members about:

1. the increased cost of energy in the past five years.
2. reasons for this increase.
3. the impact of government regulations on this increase in prices.
4. whether these regulations are necessary.
5. how to read their electric meters to compute the number of KWH they are using.

6. the name, vendor and cost of an appliance which can be put inside your home which tells you how many KWH you are using.
7. brochures, leaflets or other material available to use as handouts for FBLA members. Request extra copies for use in distributing this material to community members.

Have chapter discussions on ways to conserve energy at home. Discuss how much their parents wages have had to increase to keep up with the increase in the cost of energy alone.

Begin collecting articles from newspapers and magazines on how to conserve energy. Clip items from catalogs which have energy saving devices in them. Make a handbook from these.

Begin energy conservation activity. Let each FBLA member keep a personal energy conservation diary. Encourage members to make this a family project and keep a family conservation diary.

Prepare kilowatt usage charts. Have members report each day on their meter reading. This encourages them to remember to read meters daily.

Visit fifth and sixth grade elementary school classes. Distribute copies of the comic bock Micky Mouse and Goofy Explore Energy. This can be ordered from: Public Affairs Department, Exxon USA, P.O. Box 2180, Houston TX 77001. Copies of this book are free. Announce a poster contest for fifth and sixth grades. The theme will be Conserving Energy. First, second and third prizes should be given. Trophies are recommended because most students prefer a trophy instead of a cash prize unless the amount is large. You will also have to give students guidelines for the poster contest. See appendix.

Arrange for judges for poster contest. Use the bulletin board rating sheet in your FBLA Handbook.

Bulletin Boards--Throughout the project, use a variety of bulletin board displays to stimulate interest in the project.

Follow-up--Evaluate your project.

METHODS AND MATERIALS

Get chapter approval for the project.

Appoint a steering committee to be in charge of the overall project. Members of this committee can serve as chairpersons of the other committees which will be needed.

Appoint the following committees:

1. Guest speaker Committee--Their job will be to contact the guest speaker, make sure he/she knows what your chapter wants, handle physical arrangements, buy a gift as a token of appreciation, and write a thank you letter.

2. Energy Handbook Committee--Their job will be to collect and arrange articles and catalog items efficiently and attractively in a handbook to be made available to all chapter members.

3. Printing Committee--This committee will be in charge of designing and reproducing conservation diaries and kilowatt usage charts for FBLA members. They should also assume responsibility for encouraging members to keep diaries up-to-date. They will also be responsible for kilowatt usage charts being kept daily.

4. Poster Contest Committee--They will be responsible for getting the cooperation of fifth and sixth grade teachers. They will also be responsible for writing for comic books and for visiting elementary classrooms to talk about energy and explain the rules for the poster contest. They should contact judges--preferrably businesspeople in the community who have no relatives in fifth and sixth grade. They will be responsible for giving the judges rules and rating sheets for the contest. They will be responsible for prizes for winning posters and getting posters displayed in business places in your community.

5. Bulletin Board Committee--Should do at least two or three different bulletin boards during the project.

6. Publicity Committee--Should arrange for radio, newspaper, and, if at all possible, television coverage of these events. Energy is one of the main problems of our society and you should have no trouble getting publicity for your project. Some chapters may wish to publicize the project through community activities such as floats in parades.

EXPENSES

gift for guest speaker ($5.00 to $10.00)
printing costs and bulletin board costs (with the approval of your school administrators, you may be able to pay for these materials out of your classroom budget. A strong argument for this is that this is an educational cost. If this cannot be done, figure on spending $25.00 to $50.00 for these materials.)
poster contest expenses (If you give trophies as prizes for first, second, and third places, most sport shops give schools as much as a fifth percent discount on the price listed on the trophy. Your trophies should not cost more than $20.00.)

SUPPORTERS

FBLA advisers--to supervise activities
Elementary school teachers--for your poster contest
School administrators--must approve the project and may supply some of the materials you need for printing and for bulletin boards.
Business leaders--might be willing to sponsor a poster contest, a float in a parade, or prizes for contests.
FBLA advisory board--judges for poster contest
Electric utility company--guest speaker for the project and free materials on energy conservation

PUBLICITY

newspaper articles
radio

television
poster displays in businesses
public exhibits

TIME FRAME

You can spread this project over a period of three or four months. Begin planning soon after school starts and plan on completing your project with your float in the Christmas parade.

FOLLOW-UP

A copy of a form published by TVA could be used as a springboard for chapter discussion of the project. (see appendix)
Evaluation form. (see appendix)

MATERIALS

Thank-you letter (attached)
Personal Energy Conservation Diary
Kilowatt Usage Chart
Guidelines for Poster Contest (attached)
Poster Contest Rating Sheet (attached)
Thank you letter to elementary school teachers and poster contest judges (attached)
Evaluation form (attached)

June 25, 1981

Dear Sir:

The members of the Monroe County Area Vocational Education Center FBLA Chapter would like to express our sincere thanks for your visit to our school to speak to our local FBLA Chapter concerning the increase in the cost of energy in the past five years and some of the reasons for this dramatic increase in the cost of electricity.

We also appreciated your views on the impact of government regulations on the cost of energy. You presented us with some ideas and concepts to think about. We sincerely appreciate this.

Your entire presentation was most helpful to our chapter in getting started on our Energy Awareness Project. The materials you brought for our use will help us complete our project.

Once again, thank you for your visit with us.

Sincerely yours,

MONROE COUNTY VOCATIONAL CENTER FBLA CHAPTER

Jane SMith, FBLA Secretary

bcn

GUIDELINES FOR POSTER CONTEST

1. The theme for the poster contest is Energy Conservation. Your poster must fit this theme.
2. Posters should be done on a full size sheet of poster board--28 inches by 22 inches.
3. Any type of pens, pencils, coloring crayons, magic markers, etc. may be used.
4. You may use pictures cut from books or magazines or draw your own illustrations.
5. Put your name, school, grade, age, and address on the back of your poster. Put your teacher's name and your parents' name.
6. Be original. Use your imagination. Your posters will be judged and trophies will be awarded to first, second and third place winners.

POSTER CONTEST EVALUATION FORM:

ILLUSTRATION OF THEME ____________40

Illustration appropriate to theme
Creative
Conveys message
Retains interest
Relation to FBLA

ARRANGEMENT ____________20

Eye appeal
Placement
Art Principles Considered

NEATNESS ____________10

COPY ____________10

Appropriate use of words
Legibilty

PRESENTATION ____________20

Applicability for use in promoting FBLA

TOTAL SCORE ____________100

NAMES OF CONTESTANTS ____

____

CHAPTER ____

Monroe County Area Vocational Education Center

FOURTH AND EMBERTON
TOMPKINSVILLE, KENTUCKY 42167
PHONE: (502) 487-8261

June 25, 1981

Dear

Thank you for your cooperation with our FBLA Chapter during our poster contest on Energy Conservation. We appreciate the time and effort you gave our chapter during this contest.

We realize that this put an extra burden on your shoulders and we would like you to know that we are grateful. If we can be of service to you at any time, please contact us.

Sincerely yours,

MONROE COUNTY VOCATIONAL CENTER FBLA CHAPTER

Jane Smith, FBLA Secretary

swc

EVALUATION FORM

1. Has this project been of value to you and your family? Please explain.

____

____

____

____

2. How has this project helped us as an FBLA Chapter?

____

____

____

____

3. Do you have a clearer understanding of how inflation affects your cost of living? Yes_____ No_____

4. Can you read and figure the cost of KWH? Yes_____ No_____

5. Have you heard any favorable and/or unfavorable comments about our project. Please explain.

____

____

____

____

6. How could this project have been improved?

____

____

____

____

Chapter 14

ORGANIZE YOUR NEXT FUND RAISER INTO A COMPANY

By Shawn Grubbs

ECONOMIC CONCEPTS

economic freedom
competition
profit
risk

TARGETS

chapter members

OBJECTIVES

Upon completion of this activity, the FBLA members should be able to:

--identify the advantages and disadvantages of operating a business.
--establish good money management-customer management activities.
--coordinate a fund raising activity with the free enterprise system.
--recognize ways to keep good, accurate records.
--identify progress in a business activity.
--recognize how competition plays a vital part in operating a business.

DESCRIPTION

This project is designed to enable chapters to coordinate a fund raising activity with Project Awareness. The specimen activity described here is designed for Kit-N-Kaboodle or a similar merchandise selling activity; however, it may be used for any fund-raising activity. The activity may involve the sale of products or services. This project will give students a better understanding of the free enterprise system and how it works in conjunction with money management and sound decision making.

METHODS AND MATERIALS

The chapter should be divided into groups--any number of groups, but each group should have an equal number. Each group is organizing a separate "company". Each company is headed by a president and a vice president. A "holding company" board of directors comprised of presidents, vice presidents, and chapter advisers might be formed to make overall decisions. This works well if the presidents and vice presidents are in a business management or Accounting II class. The following is a list of steps to be completed for this activity:

1. The Presidents and Vice Presidents of each group should choose a name for their company. Each individual company should handle shipping, receiving, inspection of merchandise for damages, quality control, distributing the merchandise to the sales staff and collecting money. The staff employees should be the salespersons. Secretaries and treasuries might be elected for each company

2. All Presidents and Vice Presidents and FBLA officers (or the holding company board of directors) should meet and examine a sample merchandise kit. They should choose the items to be sold. This activity should take place 2-3 weeks before the selling begins. Showcases are then ordered from the supplier.

3. The Presidents and Vice Presidents should set up records for each employee in their company. This includes a sales journal and a ledger. A cash receipts journal will also be used later on. Examples are attached.

4. As soon as each employee receives a showcase, the cases should be checked for any damages. Each President or quality control inspector (if appointed) will handle this by inspecting each case as they are distributed to their employees. Damages should be noted on a receiving report with a copy given to one of the directors.

5. The selling of items in the kits should continue for 2-3 weeks. Each day the employees should submit their orders from the day before to a designated person in the company. After the employees have turned in their orders, the President and/or Vice President should total the order sheets and verify their accuracy. If the sheet the employee totaled does not agree with the employer's total, the employee should be consulted at once. The employer would then enter the name of each customer and the quantity ordered in the Sales Journal. After this is done, the total of the sales for that day should be entered in the employee's ledger as a Debit. After all the orders are posted for one day, the total of each company and the overall totals should be posted on a chart (example attached). This shows each member of the chapter which company is leading in the sales and creates competition among the companies. Prizes could be given after the initial selling period (the first 2-3 days) to the company that sells the most. An individual prize could also be given here.

6. After posting an employee's order form, this form should be placed in the employees' file so that orders will not be misplaced.

7. After the selling activity is completed, the Presidents and Vice Presidents of each company should compile the total sales for each item and present an order to one of the directors.

8. When the merchandise is received, it is the responsibility of each company to distribute the merchandise to its employees. Order forms are removed from the files and each salesman's order is filled. This should be done between the employee and president and vice president or an appointed secretary or bookkeeper in order to alleviate mistakes in filling orders.

9. The employees and salespersons (in our chapter, all members) are now able to distribute the merchandise to the customers and collect the money.

10. When receiving money, the individual company president or treasurer should verify the accuracy of the reports. If there are any errors, the employee and the officer should settle discrepancies immediately. Record the amount collected in the employee's ledger as a Credit. Record the amount collected in the Cash Receipts Journal by placing the employee's name in the column headed "Account Credited" and Debit Cash for the amount that was received. Issue a receipt to the employee for the amount collected.

11. Each President should then give the money to the chapter Treasurer for deposit. This process should take 3-4 weeks.

12. From time to time during this period, the President or Vice Presi- of each company should compile a delinquent account list and submit it to one of the directors. It may be necessary for the Presidents to consult with employees concerning this matter. If any checks are returned by the bank, the President will take the check to the employee and the employee will be responsible for collecting the amount.

13. After all money has been collected and the books have been balanced and ruled, the treasurer of the chapter should be responsible for reporting this activity to all chapter members. He/she will need to let them know of all sales, expenses, and the total profit or loss. The companies will give her this information and she will put it all together.

EXPENSES

The expense will depend on the particular activity chosen. Each company will need folders, sales journals, cash receipts journals, ledgers, and receipts for each employee. If the campaign is advertised, this could involve some expense.

SUPPORTERS

Local newspapers in small towns may be willing to run pictures of the students with their kits on the opening day of sales. Pictures of the company with the highest sales or the highest individual salesperson may be part of periodic news releases. Articles should be in the school newspaper if possible. This selling activity could take place somewhere other than school. Members may be able to set up booths in the downtown area, in shopping centers, ballgames, etc. A holding company public relations official may be a desirable position for some member.

TIME FRAME

Including planning and follow-up, this activity will take approximately 3 months to complete.

FOLLOW-UP AND EVALUATION

The treasurer of the chapter will report to the members the final outcome of the activity. This will enable the members to make thier own decisions concerning the success of the activity. Recognition of the most successful company and the most successful sales person is desirable.

Chapter 15

UNDERSTANDING BUSINESS SERIES

By Betty C. Nunn
and Sue W. Carter

TARGETS

chapter members
business people in the community
educators and school administrators
guidance counselors

ECONOMIC CONCEPTS

meaning of free enterprise
competition
profit
risk
free enterprise and jobs
cost of regulation
prices
productivity
wages

OBJECTIVES

--to give chapter members a better understanding of free enterprise
--to introduce members to the concepts of competition, profit, risk, cost of regulations, prices, productivity and wages by giving them an opportunity to explore businesses in the community.
--to give FBLA members a knowledge of what employers expect from employees and what employees can reasonably expect from their employers.
--to give chapter members the opportunity to learn how to get a job.
--to give chapter members experience in being interviewed for a job.
--to give chapter members a day of actual on-the-job work experience.

DESCRIPTION

Administer a free enterprise questionnaire as a pre-test to test FBLA members' knowledge of free enterprise.

Introduce free enterprise concepts (filmstrips, pamphlets, guest speakers, skits, etc.) in one or more chapter meetings.

Field trips to businesses. Ideally, the entire FBLA chapter would go as a group to visit businesses representative of the economy of your area. Alternatives to field trip: (1) Small group visits at different times to business places. (2) Representatives of businesses in the area explain their business operations as a chapter program.

Career exploration. Have business people in the area talk with chapter members about job requirements, employer expectations of employees, salary schedules, fringe benefits, opportunities for advancement in various fields, and other things your chapter members think are important.

Write letters to busiensses requesting that they take one or more of your chapter members for a Work Experience Day.

Have FBLA members fill out application forms, write letters of application and resumes, and be interviewed for a job (simulated or real if work experience day is used).

1. Get application forms from businesses which will be participating in your work experience day.
2. FBLA advisers should review all application forms, letters of application, and resumes before the job interview takes place.
3. Conduct simulated job interviews. Your guidance counselors and representatives from the state or private employment services can be asked to help with this. If possible, video tape interviews for review.
4. Conduct actual interviews which determine where FBLA members will work. Any of the following people could to this: businessmen and/or women at the places where FBLA members will be working, FBLA Advisory Committee, employment service representative, guidance counselor, FBLA advisor.

Develop a packet of materials for FBLA members to take to the business where they will work containing memorandum from FBLA advisors, business appreciation card, evaluation form, and questionnaire for gathering information about the employer.

Conduct the work experience day:

1. meet with chapter members to discuss rules for the day
2. work out transportation problems
3. distribute materials for work experience day
4. collect permission forms (if required by school or city)

Follow-up

1. Let members take the same questionnaire on free enterprise which they did at the beginning of the project. Compare and discuss results.

2. Have each FBLA member submit a written report of his/her experiences and a description of the employer's organization. Group discussions of the day as a chapter program will let chapter members share their experiences.

3. Write thank you letters to everyone who participated in this project.

METHODS AND MATERIALS

Appoint a project committee

All your chapter members can and should be actively involved in this project. A list of committees which could be used:

Steering Committee--members on this committee can be chairpersons of the other committees. This will give continuity and cohesiveness to the project.

Introduction to Free Enterpries Committee--this committee working closely with FBLA advisers, should decide what materials and methods can be best used to give FBLA members a working knowledge of the free enterprise system.

Field Trip Committee--their job will be to investigate the possibility of field trips and make arrangements.

Careers Exploration Committee--this committee will be responsible for contacting business people to speak to chapter members. They should be very specific about the things they want to learn.

Work Experience Day Committee--is responsible for writing letters to businesses requesting their cooperation for Work Experience Day. They should also be responsible for contacting people to conduct job interviews. They should be responsible for developing materials for FBLA members to use during work Experience Day.

Follow-Up Committee--this committee should be responsible for the pre- and post-test on free enterprise.

Materials selected to give FBLA members a better understanding of free enterprise can be selected from the bibliography included in this manual. Materials used should be selected with the needs of your chapter members in mind. Results of the pre-test on private enterprise should help with this selection.

EXPENSES

field trip expenses
gifts for guest speakers
postage
film strip costs and/or rental of films
printing costs
possible sources of needed funds might be:
  school board
  businesses
  chapter treasury

SUPPORTERS

FBLA advisers--unless FBLA advisers are ready to devote much time and effort to this project, it should not be started. You will have to be one step ahead of chapter members at all times. All committees will need your help, support and encouragment.

Other faculty members--the guidance counselor can be of great assistance with career planning. Other faculty members also need to be involved because your chapter members will probably miss some classes and you need their understanding and support.

School administrators--must understand and support this project. Your members will probably need your help in explaining the project and getting their support. We recommend that in any project which takes as much time and effort as this that FBLA advisers sit down with administrators and do some advance planning before FBLA members meet with administrators. Many misunderstandings can be avoided by taking this simple precaution and your FBLA members need not even know you have been there first.

FBLA advisory board, community and business leaders--are the people on whom this project depends for success. Their involvement has already been explained.

Human Resources Department employees--will be happy to help with job interviews. They will bring the experience of interviewing and counseling prospective employees to your project.

PUBLICITY

newspaper
radio

TIME FRAME

This project will take up most of your school year. Some phase of the program will be in operation at all times. The parts of the project fall into logical sequence.

FOLLOW-UP AND EVALUATION

post-test
discussion of Work Experience Day
evaluation of FBLA members by businessmen and/or women
thank-you letters to participating business firms

MATERIALS

The following pages contain reproductions of materials used with this project at Monroe County (Kentucky) Vocational Center.

ATTITUDE/KNOWLEDGE SURVEY

We would like your personal opinion on each of the following topics. Using the example provided in the SAMPLE QUESTION, please check the space which most closely matches your feelings.

* * * * *

SAMPLE QUESTION--Please Answer	strongly disagree	disagree	agree	strongly agree
1. I think that individuals who participate in answering questions like these should be informed of the results. (check one)	____	____	____	____

* * * * *

2. Government should control the amount of profit a business can make.	____	____	____	____
3. Big business doesn't care about the effect of its actions on an individual.	____	____	____	____
4. Government isn't doing all it should to curb inflation.	____	____	____	____
5. The typical big company is really above the law; it can get away with just about anything.	____	____	____	____
6. Automation may have helped businesses increase profits, but it has seriously hurt most American workers.	____	____	____	____
7. I am personally concerned about the amount of inflation which exists in the United States.	____	____	____	____
8. The amount of profit made by business is too much.	____	____	____	____
9. In general, business will not do any more to control environmental problems than is ordered by law.	____	____	____	____

	strongly disagree	disagree	agree	strongly agree
10. The government should take over and operate unprofitable companies rather than let them close down and put people out of work.	_____	_____	_____	_____
11. I receive no personal benefit by producing more for my employer.	_____	_____	_____	_____
12. In a situation where our natural resources are in short supply, the government--instead of business--should determine how these resources will be used.	_____	_____	_____	_____
13. Competition stimulates growth and new development in business.	_____	_____	_____	_____

* * * * *

MULTIPLE CHOICE--Check One

14. In general, competition results in:

_____ a. elimination of wasteful advertising
_____ b. elimination of interest and profits
_____ c. maximization of wages
_____ d. lower prices

15. Which of the items listed below accounts for the larger portion of every sales dollar?

_____ a. profits
_____ b. taxes
_____ c. wages and salaries
_____ d. interest on debts

16. In the U.S. the average manufacturer's net profit after taxes is about how many cents per dollar of sales?

_____ a. 5¢
_____ b. 10¢
_____ c. 20¢
_____ d. 30¢

17. A deficit exists in the Federal budget:

_____ a. whenever the national debt is decreasing
_____ b. whenever taxes are reduced
_____ c. whenever government expenditures are increased
_____ d. whenever total government spending exceeds receipts

18. One possible cause of inflation is that:

_____ a. more people are out of work than before
_____ b. people are spending money faster than goods and services are being produced
_____ c. many goods and services are being produced, but people are not buying them
_____ d. the dollar buys less goods and services than at any other time

19. What determines the value of the dollar in the United States?

_____ a. how much gold the government owns
_____ b. how much in goods and services the dollar will buy
_____ c. whatever the Federal Reserve decides it's worth
_____ d. prices in the stock market

20. The principal contributor to greater productivity in the U.S. is:

_____ a. government aid to distressed industries
_____ b. organization by strong unions
_____ c. continuing technological and managerial advances
_____ d. tariff protection on products made by low-paid foreign labor

21. When the economy goes from boom to recession, the part of total spending that declines by the largest percentage is:

_____ a. families' spending
_____ b. government spending
_____ c. business spending on wages and salaries
_____ d. business spending on factories, machinery and inventories

22. In the long run, when it costs more to make a product than all consumers are willing to pay, the manufacturer will:

_____ a. increase the price to a profitable level
_____ b. offer only small amounts of the product at prices high enough to cover costs
_____ c. quit making the product
_____ d. drop his prices until people will buy

23. Decreasing government spending is particularly desirable in a period of:

_____ a. inflation
_____ b. mass unemployment
_____ c. recession
_____ d. economic instability

* * * * *

TRUE or FALSE--Check One

24. Laws have been established to prevent discrimination against minorities in hiring and advancements.

TRUE _____ FALSE _____

25. At the present rate of use, we will exhaust all known world resources of oil in less than twenty years.

TRUE _____ FALSE _____

26. An average working man can earn a higher standard of living under the American private enterprise system than he could under any other.

TRUE _____ FALSE _____

27. Except for public utilities, the best means of setting prices is to let buyers and sellers seek their own interests in a market free from government interference and control.

TRUE _____ FALSE _____

28. The opportunity of businesses to earn profits is essential for the survival of the American private enterprise system.

TRUE _____ FALSE _____

29. Informed voters are able to influence government spending of their tax dollars.

TRUE _____ FALSE _____

30. As factories install more efficient machinery, the immediate (vs. long run) effect is an increase in available jobs.

TRUE _____ FALSE _____

31. A responsibility of the government is to assure that research and development, leading to new sources of energy, is initiated.

TRUE _____ FALSE _____

32. Measured on a per-person basis, our standard of living is higher than in other countries because our productivity per-person is higher.

TRUE _____ FALSE _____

33. In the long run, profits are a useful measure of how well a business meets the needs of consumers.

TRUE _____ FALSE _____

34. Over the years business has provided employees an increase in fringe benefits.

TRUE _____ FALSE _____

Monroe County Area Vocational Education Center

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FOURTH AND EMBERTON TOMPKINSVILLE, KENTUCKY 42167 PHONE: (502) 487-8261

January 29, 1980

FBLA Week this year will be February 10-16, 1980. As part of our FBLA State and National Project for the year, we would like to have a Work Experience Day for FBLA members on Friday, February 15, 1980. On this day FBLA members would report to work at a business in the community instead of coming to school. We feel this experience would be of great benefit to our students. They would get the opportunity to see how businesses operate and they would gain a great deal of experience. This experience would be shared by chapter members during a discussion of how each of them benefited from their Work Experience Day.

We realize this will be a great deal of trouble for you. However, we feel you will also benefit from this day. Our FBLA members are eager to participate in this project and will cooperate with you in making this day a success.

Will you please fill out and return the enclosed survey form today so that we can finalize plans for our Work Experience Day. Your cooperation and participation will be very much appreciated.

Sincerely yours,

FBLA Advisers

st

Enclosure

WORK EXPERIENCE DAY

SURVEY FORM

_____ I will participate in the FBLA Work Experience Day on February 15, 1980.

_____ I will not be able to participate in the FBLA Work Experience Day.

How many FBLA members can we send to your business: __________

Name of Business: ____

Person to whom FBLA member should report: ____________________

Monroe County Area Vocational Education Center

FOURTH AND EMBERTON TOMPKINSVILLE, KENTUCKY 42167 PHONE: (502) 487-8261

TO:

FROM: FBLA Advisors

DATE: February 15, 1980

SUBJECT: Work Experience Day

Thank you for agreeing to participate in our FBLA Work Experience Day. We have always been able to count on the business people in our communities to support us in the projects we are involved in and this was no exception. Due to the total number of students requested by businesses such as yours, we may not have been able to send you as many FBLA members as you indicated on your survey form. We are sorry about this but we feel sure you will understand.

Working hours for FBLA members participating in Work Experience Day will be from 8:00 a.m. -- 2:30 p.m. The members who are to report to your business are:

________________________ ________________________

________________________ ________________________

Would you please fill out an evaluation form on each FBLA member sent to your business. Please return the forms in the self-addressed envelope. You may return these by mail or seal them and let the FBLA member return them.

Your participation in this project is very much appreciated.

st

PERMIT FOR MEMBER TO PARTICIPATE IN THE FUTURE BUSINESS LEADERS OF AMERICA WORK EXPERIENCE DAY AND RELEASE OF CLAIM FOR DAMAGES

This is to certify that the school officials of the Monroe County Vocational Education Center have permission for our son/daughter (name) ____________________ to participate in the Work Experience Day to be held Friday, February 15, 1980. We further certify that the school officials, the FBLA chapter advisers, or the supervisor at the business place where my son/daughter is working have the right to send our son/daughter home for the day provided that his/her conduct has become a deterrent to the day.

I ______________________________ parent of __________________________ do hereby personally, and on behalf of my son/daughter absolve and release the school officials, the FBLA chapter advisors, and the business place where my son/daughter is working from any claims for personal injuries which might be sustained while he/she is enroute to and from the Work Experience Day and during attendance at the Work Experience Day.

______________________________ ______________________________
Parent's Signature Student's Signature

____
Address

____
Telephone

Chapter 16

COST OF PUBLIC SERVICES

By Elizabeth Cliburn

TARGETS

members

ECONOMIC CONCEPTS

opportunity costs
private, public property

OBJECTIVES

--to instill in the members the realization that public services are not free.
--to instill in the members a sense of pride in their community by making them aware that because vandalism destroys public or private property and requires money for repairs, every citizen shares the responsibility to care for public property.
--to develop character, prepare for useful citizenship and foster patriotism.*
--to encourage members in the development of individual projects which contribute to the improvement of home, business, and community.*

DESCRIPTION

Many people feel that public services are free to them since they pay no admission charge to the parks and no fee to check out a book at the public library. Students need to be made aware of the fact that every public service is an expense to them or to their parents through the payment of taxes. This project/activity involves an in-depth study of some public service. It can be developed as a series of chapter programs or class projects with members reporting to chapter meetings.

MATERIALS AND METHODS

1. Select a committee of members to work on this activity.

2. The committee selects a public service to study. Suggested public services include parks and recreation programs, libraries, hospitals, school systems, water and sanitation department, city or county government, police, fire and health departments.

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*Official FBLA goals from the FBLA NATIONAL HANDBOOK, p. 5.

3. Invite officials of the selected public service to speak at a chapter meeting concerning the costs of initially beginning the service, maintenance, employee salaries, financing for the service (federal, county, or city funding), equipment, and for legal, accounting, management, and research services.

4. Have an official compare the initial cost of maintenance of a service such as a particular park or the cost of a particular employee's salary and today's cost for the same service or item.

5. Find out the initial cost of a public building such as the court house and compute its current value.

6. Consult the annual report of expenses for city and county government and obtain a speaker to come to a meeting with that information as a chapter program.

7. Obtain copies of city and county government budgets and study them.

8. Consult the head of a public service area and investigate the sources of funds for that particular service. Students need to be aware that not all funding comes from local or federal taxes. License fees provide part of public service funding.

9. Investigate the cost of running the school system. Invite the superintendent in for a discussion of the cost breakdown for maintenance, salaries for teachers and personnel, transportation, food services, utilities, supplies, and textbooks furnished to students and all school personnel, legal fees, consultant fees, inservice education for faculty, etc. Have the superintendent break down the cost of running the school for one day or the total cost of employee salaries for one day or the utilities for the school system for one day. The superintendent could also discuss sources of funding for the school system. Other possible topics for discussion might be what one student's absence from school for one day costs the school, vandalism expenses for one year, or the cost to the school system of stolen or unreturned books from the library. An extension of this activity could be encouraging members to investigate ways that the school might cut costs. A vandalism cost awareness project might be used.

11. Establish an exchange program with city or county government. FBLA members would exchange places with or work beside or for city or county government officials.

EXPENSES

Expenses will vary according to the type of activity but little expense will be incurred. If a speaker is invited to the chapter meeting, this would involve the purchase of a gift. If the exchange program were attempted as an activity, stationery and postage expenses would be incurred.

SUPPORTERS

city, county government officials
school administration

FOLLOW-UP AND EVALUATION

If the school system segment is chosen as the chapter's activity, study the costs of vandalism the year prior to your program and then for the remainder of the school year and see if there is any significant difference in cost. This would be a good evaluation of the effectiveness of this activity.

Consult the visiting officials for their opinions and evaluation. If the exchange program is attempted, construct some type of evaluation form for the cooperating city or county government official to complete on the performance of the member with whom they worked for a day.

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*Official FBLA goals from the FBLA National Handbook, p. 5.

Chapter 17

FREE ENTERPRISE CALENDAR

By Mary Ann Gomer

TARGETS

members
community

ECONOMIC CONCEPTS

Any of the economic concepts may be used since different facts or ideas may be selected.

OBJECTIVES

--All target groups will use calendars and thus be made aware of our economic system and simple facts about out economic system.
--Chapter members should be able to "sell" local businesses on FBLA and support for the calendar project.
--Chapter members should be able to improve management skills, through planning and coordinating the project.

DESCRIPTION

In this project the FBLA chapter will prepare FBLA Free Enterprise Calendars to distribute throughout the local community. Local businesses will sponsor or co-sponsor a month in the calendar. A picture of the business, its location, and type of product/services may be included along with free enterprise facts and ideas.

Calendars may be on one large sheet to be used as a wall calendar, or the flip-chart type, or printed on fabric that would be suitable for use later as a dish towel.

Committees would work on the various segments of the project. Their joint efforts would then result in a final product, the calendars, in which they can take pride by distributing to the community as a public service or offering to the community for sale.

METHODS AND MATERIALS

1. Gain support and approval to prepare FBLA Free Enterprise Calendars from the proper authorities such as principal, superintendent, etc.

2. The FBLA Free Enterprise Calendar Project should be presented to the chapter members and voted upon. The chapter should determine the type and size of calendar to be printed and whether the calendars will be distributed as a public service to the community or offered for sale.

3. The chapter president should identify the needed committes and appoint members to serve on these committees. (Printing, layout, photography, advertising, distribution, etc.)

4. President should, with the help of the adviser, serve as coordinator of the project. He/she should instruct each committee chairperson to report progress to him/her weekly.

5. The president should mail a letter of introduction to each prospective business to tell of the project. Also included in letter should be a date to expect a member to come and talk to the manager about the project. The letter should be typed on FBLA stationery or school letterhead. The chapter adviser should sign the letter also so that the businesses will realize this project has the proper support from teachers and the school administration.

6. The Advertising Committee would be in charge of meeting with the prospective businesses to tell of the project and getting the sponsorship needed. This group should effectively "sell" FBLA to the businesses. The Advertising Committee would determine the number of calendars to be printed and the cost of sponsorship to each business.

7. The Printing Committee would be in charge of investigating the total cost of printing the calendars and possibly the cost of putting the calendars together if necessary. If a flip-chart type is desired, the committee may wish to assemble the calendars together themselves by using plastic rings or plastic spiral bindings.

8. The Photography Committee would be in charge of investigating the cost of photographing local sponsoring businesses and making arrangements. Sometimes a chapter may have a talented photographer among the membership, and this photographer could be of service to this committee and the chapter.

9. The Layout Committee would organize business pictures, free enterprise information and other items to be included on calendars for each month. This committee would also select and design a cover for the calendars. This cover might include a history of the local FBLA Chapter or a picture of the high school, etc.

10. The Distribution Committee would be in charge of distributing the calendars to local businesses and others in the community. If calendars are to be offered for sale, this committee would take orders and be in charge of delivery. If calendars are sold, the quality of the photography should be good; and the theme should emphasize the economic contribution of each participating firm.

11. The Advertising Committee should prepare thank-you letters to the participating businesses for their support at the end of the project.

12. If this project is strictly for FBLA members, you might feature a member or two per month and list the dates of the FBLA events for the year. In this case, you might prefer this calendar to be on the school year basis.

EXPENSES

Two Approaches:

1. Businesses may fund the entire project through sponsorship. In this case, the Advertising Committee would determine the cost for the project and divide the cost among the businesses to be represented in the calendars.
2. Businesses may contribute to the project, but calendars would be sold for profit.

SUPPORTERS

individuals
groups
organizations whose support
  should be sought
school administration

PUBLICITY

If calendars are to used as a fund-raising activity, special advertisements could appear in school newspapers, local newspapers, on the radio, and in handbills in conspicuous places in the community.

If calendars are to be used as a public service, all the above media may be used.

TIME FRAME

Chapter president should present the project idea to the membership for a vote at the September meeting. The president should also select members for the needed committees at this time. Members should decide upon the type and size of calendars and also whether calendars will be sold or distributed as public service.

The Chapter President along with the adviser should secure permission from the proper authorities by the end of September. Give these school authorities as many details about the project as possible at this time.

Letters should be mailed to prospective businesses the first week in October. The Advertising Committee should begin as soon as possible after the first week in October to find sponsoring businesses.

Have the committees complete their assignments (with the exception of the Layout committee) by the middle of October and ready to turn over to the Layout committee. The Layout committee should have the project ready to go to press by the first of November.

The calendars should be distributed or put on sale before Christmas break.

Chapter 18

WORKER PRODUCTIVITY

By Frankie Buckman
and Shawn Grubbs

ECONOMIC CONCEPTS

economic freedom
meaning of free enterprise
free enterprise and jobs
economic significance of small business
productivity

TARGETS

businesses in community
members

OBJECTIVES

--identify the different businesses in the community and their economic contributions to the community.

--establish a closer relationship between actual business practices and classroom situations.

DESCRIPTION

This activity involves FBLA members offering their services for one day as office workers to local businesses. This activity should help members become aware of occupations, the duties required of particular jobs, and some of the contributions of participating companies to the economy.

METHODS AND MATERIALS

In carrying out this project, it is important to follow these steps:

1. If the chapter adopts this project, a committee should be established to manage the activity. This committee should be responsible for obtaining a list of all the businesses in the area to be covered.

2. A form letter should be sent to all businesses at least three weeks in advance. This typing should be done by the FBLA members. If chances of placing every member in a business are not good, give priority to senior members and choose other members to serve on committees, such as typing.

A reply postcard should be enclosed with each letter so that the business will find it easy to return an answer. An example of this is also attached.

3. As the postcards are returned to the chapter, the secretary of the chapter would be responsible for maintaining a list of businesses that are willing to participate and the number of students they are willing to accommodate. (Some will accept three or four, one or none at all.)

4. Approximately one week before the activity is to take place, the secretary should give one of the advisers the list of participating businesses and the number of students they will accept. The advisers should then assign the students to the particular businesses according to the student's interests and skills.

5. In order for members to learn about the businesses in the area, it would be helpful to send a questionnaire with them to the businesses. Sometime during the day, each student arranges an interview with a business official who can supply the data. This should consist of: the number of employees, identification of employees trained at the chapter's school, ownership data, identification of employees who were FBLA members, the total payroll per year, state, local and federal taxes paid by the business each year, etc. A committee should be established for the preparation of the questionnaire and for tallying the results.

6. On the day prior to the work day, the chapter or those members who are participating should meet to discuss rules and procedures (dress, hours, transportation, manners, etc.). Each student calls the business and introduces himself or herself to the contact person and completes arrangements for a meeting place, etc. Some business people are willing to discuss some of the tasks the member will be performing.

7. Since one-day employees are not very productive, there should be no charge to the business for this activity. The important aspect is that members are given the opportunity to see how businesses operate. However, some firms will want to donate money to the chapter. This money could be used for a Scholarship Fund or some other chapter need.

8. It is beneficial to the participating members and chapter members if a chapter meeting soon after the work day features member reactions. A summary of data about the businesses is helpful. If a large number of members participate, some organized method of presenting the information should be worked out.

9. Written reports by participating members may be desirable for the committee that plans a chapter program or questionnaire summary.

EXPENSES

The expense of this project should be minimal. The duplication of letters, the cost of postcards, and the stamps should be the only expenses incurred.

PUBLICITY

The publicity chairman of the chapter should be responsible for news releases and photographs to local media. In some communities, news media will send reporters and photographers to the businesses to photograph students and interview business people.

TIME FRAME

This activity in its entirety should take no longer than 3 to 3½ weeks.

FOLLOW-UP AND EVALUATION

On the day following the actual work experience, thank-you letters should be sent to each business that participated in the program. Included with the thank-you letters could be an evaluation form in order for the employer to evaluate the chapter member's work. (Example attached)

MATERIALS

The following pages contain materials which would be helpful in managing this activity.

Postcard questionnaire for potential participants:

________I am interested in participating in the "Office Work Day" Project on February 1 , 1981.

Please contact ________________to set up the arrangements.

I can use ____________ (number of students)

________I am not interested in participating in the Project.

Signed_____________________

Phone No.__________________

____
NAME OF BUSINESS

This letter is an example of a thank you letter that could be sent to participating businesses after the Office Work Experience Day.

Gentlemen:

Members of the Future Business Leaders of America would like to thank you for participating in the FBLA Office Work Experience Day Project.

All members who participated were very enthusiastic and felt they learned a great deal about various office jobs in (your city). We felt this project was a big step forward in the advancement of school--community relations, and we hope each student performed with distinction.

We believe projects of this nature help our students because it makes the learning process much more relevant and meaningful to actually what takes place in the business world.

Again, thank you for participating and any contributions to our Scholarship Fund were greatly appreciated.

Sincerely,

Project Chairman

This is a possible questionnaire that could be sent with each student participating in the project.

QUESTIONNAIRE FOR PARTICIPATING OFFICES

Business ______________________________ Student participating ________________

Number of employees _____________

How many employees received training in the local high school business department or vocational center? _______________

Total payroll paid by business per year __________________________

Total taxes paid by business each year __________________________

Comments:

This is an example of an evaluation form that can be sent to the participating businesses following the project.

In order to evaluate the effectiveness of our program, we have prepared this evaluation form for you to complete concerning our recent office work day experience. We would appreciate your suggestions, comments, and recommendations concerning our students. We hope that you will return this information to us as soon as possible. We also appreciate your participation in this project and any help you may give us concerning our program. Thank you for providing our students with this opportunity.

EVALUATION FORM

Participating Student(s) ____

Name of Business or Office_______________________________________

Do you think the "Office Work Day" experience was beneficial to the student? Why?

What were the student's strong points?

What were the student's weak points?

Do you think the school has adequately prepared the student for an office position?

Recommendations, Comments, or Suggestions:

Chapter 19

STUDENT DIRECTORY

FREE ENTERPRISE PROMOTION

By Frankie Buckman
and Shawn Grubbs

ECONOMIC CONCEPTS

meaning of free enterprise
economic freedom
competition
profit
risk
capital
productivity
advertising

TARGETS

student body
chapter members

OBJECTIVES

Upon completion of this activity, the FBLA member should be able to:

--clearly define the aspects of the free enterprise system.

--prepare a directory that will be useful to the students.

--examine the different ways for the preaparation of the directory.

--recognize the advantages of profits and the risk involved in earning profit.

--determine ways of promoting an activity.

DESCRIPTION

This project is designed not only to teach FBLA members about the free enterprise system, but also the entire student body. The project involves the publication of a student directory which contains economic education. It can be carried out as a fund raiser or a school service project as described here, member production of duplication masters or camera-ready copy is assumed. Other arrangements are possible, however.

METHODS AND MATERIALS

The following procedure should be followed to implement this activity:

1. If the chapter adopts this project, they must decide whether to prepare the directory themselves or have it printed. If produced by the members, the directory should not be an expensive undertaking.

2. Several committees should be established. One committee should obtain a list of all students in the school. Sources will vary, counselors and principals are possibilities. Some students may not wish to be included in this directory. This committee could be responsible for developing a method of identifying such students. A simple method for small schools would be to send committee members to each homeroom session on a particular day. They could explain the purpose of the directory and identify those who wish to have their names, addresses, or phone numbers withheld.

3. A second committee will type the directory. This should be the largest committee. The best typists should be encouraged to participate. An important note: be sure that all copy is typed in a single type style and size. This is especially important if the chapter will duplicate the directory or if a printer will prepare masters from camera-ready copy.

4. After the two above committees have been established and the first committee has obtained a list of all students, the typing can begin. It is vitally important that a schedule be established and continued throughout the project. This committee's work should be closely coordinated in order that no material be duplicated or omitted. FBLA chapter members should be recognized in this directory due to their efforts in preparing it. (Example: an asterisk could be placed by each member's name.)

5. After typing begins, another committee should be appointed for proofreading. If the format and copy is correct, it should be filed. If the copy is incorrect, it should be returned to the typist.

6. A committee should also be established to explore different possibilities for producing the directory. Should it be printed by a printer, or should the chapter duplicate it? If the committee thinks it should be sent to a printer, they should secure price estimates. If the chapter decides to print the directory, a duplication committee should be established. The size and the cover design of the directory could be created by this committee.

7. To make the student body aware of our free enterprise system, portions of pages can be devoted to educational messages. Definitions, quotes, pictures, etc., are included on pages with names and addresses. A layout committee could be responsible for working the free enterprise materials into the directory pages. (Examples attached)

8. After all material has been proofread, the duplication committee can begin. This committee can also be responsible for collating and binding.

9. Another committee should be the promotional committee. Posters should be made to be placed in the schools and announcements should be written to give to the school office if announcements are made during school hours through the intercom system.

10. All members should participate in selling the directories when they are completed. However, a sales committee might direct this activity. The President could assign a few members to be responsible for selling during lunch, breaks, ballgames, etc., for a specified amount of time. Other details, such as price, whether or not to sell advertisements, size, and format could be directed by chapter officers or a steering committee.

EXPENSES

The expenses of this project will vary. The costs will be more if the directory is printed rather than duplicated by the members. If the members decide to duplicate the directory, the school administration may permit the use of supplies within the department. Even if the chapter must purchase materials, this is a good learning experience. The chapter treasurer or another member could serve as the directory business manager, who keeps records and makes reports.

PUBLICITY

The school newspaper will be an excellent source to advertise the sales. Local newspapers could take pictures of members as the sales begin and an article could be presented. Be sure to mention FBLA's support of free enterprise and Project Awareness. Posters and the intercom system could be used within the school to advertise the sales of the directories.

TIME FRAME

In its entirety, this project should take 6-8 weeks.

FOLLOW-UP AND EVALUATION

At a chapter meeting, the members could discuss the outcomes of the project. Was it successful in reaching the entire student body? Have they commented on the usefulness of the directory or commented on the free enterprise quotes? Was the work involved meaningful? Did the chapter make a profit with this activity?

The following is a list of quotes, statements, definitions, etc., that could be used on the pages of the directory.

Free Enterprise has nothing to do with politics, nor wealth, nor class. It is a way of living in which you, as an individual, are important.
Free Enterprise is the right to open a grocery store, a gas station, or farm. If you want to be your own boss, change your job, or if you don't like the man you work for, you can.
Free Enterprise is the right to lock your door at night.
Free Enterprise is the right to argue.
Free Enterprise is the right to save money if you want, or blow it on a good time if that's what you prefer.
Free Enterprise is looking on a policemen as someone to protect you, on a judge as a friend to help you.
Free Enterprise is the right to raise your children as you think best.

Free Enterprise is the right to speak freely about anything you wish.
Free Enterprise has nothing to do with how much money you have or don't have, nor what your job is or is not.
Free Enterprise means the right to be yourself instead of some nameless number in a horde bossed by a few.
Free Enterprise is the sum of many little things--but how miserable you'd be if someone stole it from you!
Free Enterprise is the system we must resolve to preserve and protect.
Free Enterprise is the measure of the kind of nation we are that we can solve problems and provide opportunities. We can do so because of the energy and dynamism that comes from our system of enterprise which is a unique combination of personal, political, and economic freedom.
Free Enterprise offers us CHOICES.
Whether we know it or not, Free Enterprise is a part of our everyday lives.
Free Enterprise works because competition works.
Free Enterprise is the backbone of our political system. Without it, democracy could not survive.
In the Free Enterprise system, the emphasis is on freedom.
Free Enterprise . . . It's what America's all about.
Free Enterprise . . . regulated by competition, fueled by incentives or rewards, sharing in its successes.
Man must have the right of choice, even to choose wrong, if he shall ever learn to choose right.
Free Enterprise . . . It Works . . . Because we do!
Free Enterprise means tremendous benefits when individuals are free to manage their own affairs.
Free Enterprise includes YOU!
Free Enterprise means choosing your own vocation, moving from one place to another, changing jobs when you wish, and spending your earnings any way you want.
Free Enterprise . . . The Way America Gets Things Done!
Free Enterprise is the most active and productive society of our time--indeed of any other time known to history.
As long as we are a democracy, we will be governed by the consent of the majority who take part.
The consumer's power of choice--the decision to buy and to choose between competing products--is decisive in guiding the market system.

Other examples can be found in the "Free Enterprise Messages" section of this report.

Chapter 20

ADVERTISING AWARENESS

By Frankie Buckman
and Shawn Grubbs

ECONOMIC CONCEPTS

awareness of advertising as it relates to the free enterprise system.

OBJECTIVES

--to develop an awareness of advertising in our economic system.

--to create an interest in advertising and its role in the free enterprise system.

TARGETS

all ages within a community or school

DESCRIPTION

Survey of consumers of a particular food product within a community or school involving brand preference and buying habits. The results of the survey will be publicized.

METHODS AND MATERIALS

This project can be carried out within a school or at a shopping mall in your community. Several committees will be needed to carry out this project.

Films, guest speakers, or discussions on advertising may be used before project begins to acquaint members with the role of advertising in our economy.

The project will consist of a pre-test for consumers, an actual taste test and a post-test.

First, determine the project to be used--one that is popular, easy to handle and convenient, such as potato chips, corn chips, etc. Then select several popular brands which can be purchased locally. Using potato chips as an example, brands such as Lay's, Munchos, Chesty, Gordon's, Charlie's, or others could be used.

Brown bags or other containers, properly labeled "A", "B", "C", will be needed to conceal the brand names of the products.

Tables and chairs will be needed for using during the survey.

A time frame should be planned for the actual survey. One day, two days, a week, etc. depending on the chapter's involvement and goals.

Permission to survey in school, shopping mall or other place should be secured.

Committee members will need to be oriented as to the procedures to follow when approaching consumer, etc.

Write and duplicate a pre-test and a post-test.

During the actual survey, consumers should be approached, briefly explained the project and asked to participate in the survey. If consent is not granted, thank the consumer and leave them in a positive manner. If consent is granted, invite them to sit at the table where other committee members will be waiting to conduct the survey.

The pre-test should be given first. The member reading aloud the questions and recording the answers for the consumer. (All ages can be used in the survey using this method.)

After the pre-test is complete, invite the consumer to taste each brand, encouraging them to taste as much or as little as they like.

Then, administer the post-test, using the same method used in the pretest.

Upon completion, thank the consumer graciously for their time. Buttons, pins, or tags may be given to the consumer to wear to identify those who have participated in the survey. This would allow the consumer freedom to shop after the survey without being approached the second time.

A drawing for a door prize may be used. Consumers could register for the drawing after participation in the project. This would encourage involvement and create interest.

After all surveys are completed, clean up area and thank those who granted permission to use it.

Tally results and publicize findings.

Members could discuss findings and realize the impact advertising has on consumers at a chapter meeting.

An exhibit which outlines the positive benefits of advertising could be displayed at the site.

EXPENSES

Money will be needed for purchase of products. Amount will vary depending on size of survey group and length of survey. A local business may donate products and save expense. Containers may be borrowed from members to cut expenses.

SUPPORTERS

chapter members
businesspeople may be asked to sponsor the project
by donating products to be used
community people and other participating in survey

TIME FRAME

Will depend on chapter's goals; one day, two days, a week. Planning and initial contacts, as well as tallying the results, will also be included.

FOLLOW-UP AND EVALUATION

The results of all the surveys taken should be tallied as soon as possible after the survey has ended. Results could be publicized in local newspapers for community interest.

Thank you letters should be sent to authorities and businesspeople who helped with the project.

SAMPLE PRE-TEST

Circle the appropriate answer.

1. What is your age?
   16 and under
   17 - 25
   26 - 45
   46 and over

2. What is your income?
   $9,000 and under
   10,000 - 15,000
   16,000 - 25,000
   26,000 and over

3. When you buy this product, which brand do you prefer:

   Lay's Gordon's Tom's

   Other ________________

4. What brands are available in the stores where you shop?

   Lay's Gordon's Chesty Tom's

   Pringle's Munchos Ruffles Charlie's

   Other ______________________________

5. For what reasons do you buy this product?

   Snacks
   Entertaining
   Meal time
   Impulse
   Other ________________

6. For whom do you buy this product most often?

   Self
   Children
   Spouse
   Guests
   Other ________________

SAMPLE POST-TEST

1. Which sample did you prefer

   Sample "A"
   Sample "B"
   Sample "C"

2. What made you choose this sample?

3. What is your reason(s) for not choosing the other samples?

Chapter 21

TAX SERVICE PROJECT

By Betty C. Nunn
and Sue W. Carter

TARGETS

chapter members
students and/or adults in the community who want
short form tax returns prepared

ECONOMIC CONCEPTS

taxes, tax structure
economic freedom
competition
uses of tax revenues
economic

OBJECTIVES

--to learn to prepare accurate tax returns
--to understand the role of taxes in our society
--to recognize the importance of our system of voluntary compliance
--to understand the role of the Internal Revenue Service
--to set up an income tax service for preparing short form tax returns for people in our community
--to learn the value of the economic freedom we have of engaging in competition

DESCRIPTION

Since this project involves special and time-consuming instruction, participation should be limited to members who are enrolled in a class whose instructor is willing to present the materials. Scheduling of the instruction must be coordinated with the remainder of the project.

Use the materials supplied to schools by the Internal Revenue Service. It will take approximately 15 hours to cover this material. This material is free and you may order from the address list supplied in the appendix. This material includes:

- student text
- farm supplement
- teachers guide
- films
- crossword puzzle on tax terms
- reference books
  - Your Federal Income Tax
  - The Farmer's Tax Guide
- final examination

After course material has been covered, let members fill out their own or family member's short form tax return.

Set up an income tax project where FBLA members fill out short form income tax returns for individuals in your community. Note: FBLA advisers must be certain to double check these returns to see that they are correct. This can be performed as a fund-raising project or a community service project.

Follow-up of the project with chapter programs on sources and uses of tax revenues, the Federal budget, level of government spending, etc.

METHODS AND MATERIALS

1. A steering committee should be appointed to study this project and make recommendations at a chapter meeting.

2. FBLA members should vote on whether to do this project.

3. Members should decide whether to use this as a money-making activity as well as a free enterprise activity.

4. Arrange for selection of members who will participate and for the necessary instruction.

5. Appoint committees to handle related projects. Some ideas are:

Prepare a bulletin board display illustrating the variety of taxes we pay. (Federal income tax, State income tax, Sales tax, FICA tax, Personal property tax, Real estate tax, Taxes on furs and jewels, Admission tax to movies, baseball games, concerts, etc., Gasoline tax, any others).

Collect cartoons to use in making transparencies for the overhead projector illustrating or explaining such points as filing requirements, itemized deductions, etc.

Check the library for the amount and kind of information available on federal taxes. Report this information to chapter members.

Keep a notebook of any newspaper items about taxes that members see during the filing period. All members should contribute items for this notebook.

Organize a quiz-program for two teams of three "tax experts." These team members could be the six FBLA members scoring highest on the final examination. The winning team could be given the responsibility of being in charge of your tax service. These members could check returns after members have completed them.

Check prices charged by income tax preparers in your community. After you have found out prices, recommend to chapter members what prices your chapter should use in preparation of income tax returns.

6. FBLA members should prepare individual income tax returns for themselves and/or their family.

7. Prepare income tax returns for a fee. Teams of two may be an effective way to handle this. Set your fees lower than the normal fee in the community; however, don't set your fees so low that is causes resentment from people who normally prepare tax returns. Consider the possibility of a cut off on the number of returns your chapter prepares--unless you are using this as your major money-making project for the year. Advertise your tax service by word of mouth, public address system at school, newspaper advertising, radio advertising, and flyers distributed at shopping centers. Make certain tax returns are checked and double checked. Mistakes can cause a lot of adverse publicity for your chapter.

8. Materials needed for project: Study materials from the Internal Revenue Service; advertising copy; blank tax forms--available from Internal Revenue Service offices and post office.

EXPENSE

Very little expense is involved in this project. Advertising costs can be paid for from fees charged for preparing income tax returns.

SUPPORTERS

FBLA Advisers--must be willing to spend a lot of time incorporating the tax unit into their classes. They must also be willing to check the completed tax returns.

School administrators--must give approval for the project.

TIME FRAME

IRS sends out all these materials at the same time. Instruction can start then. About fifteen hours will be needed for classroom instruction. Additional time spent on the project will vary according to how many tax returns you prepare.

FOLLOW-UP AND EVALUATION

Have FBLA members fill out an evaluation of the project. Discuss benefits of the project at a chapter meeting.

TAX SERVICE PROJECT EVALUATION

	YES	NO	UNDECIDED
1. Do you feel this project has been of benefit to you as an individual?	___	___	___
2. Do you feel this project has benefited our FBLA chapter as a whole?	___	___	___
3. Have you heard any comments about this project from other students and/or adults?	___	___	___
4. Were these comments positive?	___	___	___
5. Were these comments negative?	___	___	___
6. Did you learn to feel competent and confident at filling out tax returns?	___	___	___
7. Do you feel you will be able to fill out your own tax returns in the future?	___	___	___
8. Are your attitudes toward taxation more positive since we completed this project?	___	___	___
9. Would you recommend that this project be repeated again next year?	___	___	___

Chapter 22

CHAPTER INVESTMENTS

By Larry Rowland

TARGETS

chapter members

ECONOMIC CONCEPTS

investments
profit/loss
risk
capital
supply and demand

OBJECTIVES

Create awareness about selected concepts concerning investments and savings.
Possible monetary benefit to chapter from investment.

DESCRIPTION

This project involves chapter or individual member investments in capital stock of listed companies in an "Investment Club" approach to buying stock. To compare the possible income and risk factors, an equal investment in a passbook savings account is made. Some brokerage-houses may be willing to assist the chapter and to pay commission on transactions for the chapter.

1. The chapter should learn about stocks and investing through chapter programs. Program topics might include profit vs. loss; risk in investing in stocks vs. savings account; capital; supply and demand.

Use "You and the Investment World" as a sourcebook. After one or more programs on investments, introduce the possibility of a chapter project.

2. If the chapter selects this project, the president should appoint a committee to manage the project.

3. Under the direction of the committee, the chapter will decide at a meeting early in the school year: whether each member or the chapter as a whole will invest; how much money to invest; and a fund-raiser for investment capital.

4. Among the activities which the committee should organize are: Select a list of potential stocks and arrange for a stock broker to speak at a chapter meeting.

5. At a chapter meeting, the committee will present a short list of potential stocks and a brief description of each. By vote, the members select one stock. The president appoints a committee to be in charge of purchasing stocks and another committee to invest in a passbook savings account.

6. Make weekly progress report by posting the stock's results from the past week on bulletin board. The president appoints a committee to be in charge of this activity. Other committees could research related topics and report findings via exhibits or chapter meeting reports.

7. This project might be coordinated with a business class unit on investments.

8. Evaluate by administering questionnaire at a chapter meeting.

METHODS AND MATERIALS

"You and the Investment World," available from the New York Stock Exchange.
Stock Exchange daily transactions (Wall Street Journal or daily newspaper).
Capital: Money from fund raiser or individual contribution

EXPENSES

Price of stock and number of shares purchased, will determine stock investment. The same amount must be invested in a passbook savings account. A fund-raiser such as a car wash on two consecutive Saturdays may be used to raise the capital for this project.

SUPPORTERS

advisers
faculty members: support fund raiser
school administrators: approve of project
business & community leaders: appear as guest speakers
  and support fund raiser
student body: support fund raiser

FOLLOW-UP AND EVALUATION

Compare monetary results from amounts earned from interest on savings account and the amount earned when the stock was sold.

Questionnaire given to students with investment information in question form.

QUESTIONNAIRE ON INVESTMENTS

1. A business owned by an individual is a

   a. corporation
   b. partnership
   c. proprietorship
   d. none of the above

2. A company pays dividends on shares of common stock whenever

   a. it makes a profit
   b. the SEC requires such payments
   c. the price of stock increases during the quarter
   d. the board of directors decides to pay

3. A divident is money paid on

   a. bonds
   b. common or preferred stocks
   c. receivables
   d. accrued taxes

4. The New York Stock Exchange

   a. provides the marketplace where brokers representing buyers and sellers meet.
   b. owns the stocks traded there
   c. sets prices for stocks
   d. all of the above

5. Capital is

   a. money used to start or expand a business.
   b. dividends paid on stocks.
   c. interest on a savings account.
   d. a city where the governor's office is located.

6. Our economic system is

   a. socialism.
   b. capitalism.
   c. communism.
   d. none of the above.

7. Bonds may be issued by

   a. corporations only.
   b. the Federal government only.
   c. state and local governments only.
   d. all of the above.

8. When you are investing, you should
    a. remember the risks as well as rewards.
    b. always get the facts about the company.
    c. get good advice from a reputable broker.
    d. all of the above.

9. An odd lot is
    a. 25 shares.
    b. usually 100 shares.
    c. one that pays low dividends
    d. both a and b above

10. The "pf" following the name of a stock means
    a. number of shares traded
    b. common stock
    c. preferred stock
    d. dividend paid

ANSWERS

1. c
2. d
3. b
4. d
5. a
6. b
7. d
8. d
9. a
10. c

Chapter 23

LOCAL BUSINESS SUCCESS/FAILURE STUDIES

By Larry Rowland

TARGETS

chapter members

ECONOMIC CONCEPTS

meaning of free enterprise
competition
risk
capital
taxes
jobs and wages
economic freedom
profit
investment
inflation
supply/demand
advertising

OBJECTIVES

--to create an awareness of how our free enterprise system works.

--to demonstrate the right to succeed as well as to fail.

--to understand our economic system.

DESCRIPTION

A list of local business people with unusual success or failure stories may be obtained from the local Chamber of Commerce or a member of the chapter advisory board. From the list of names obtained, six business people are chosen to speak on their success or failure stories. The successful business people can speak on what they did to succeed in business. Those who failed, on why they failed and what they might have done differently. Use discretion in approaching people who have failed. Those who have recovered from failure may be more willing to talk about their failures.

1. A committee is appointed to obtain a list of names of local businesses with unusual or especially interesting histories. The chapter selects five or six business persons to invite for presentations in a series of chapter programs--perhaps special programs.

2. A committee is appointed to prepare topics about the economic aspects of each business. A second committee prepares questions for the chapter members to ask the different speakers. A few standard questions should be used for all speakers.

3. An arrangements committee obtains biographical data about each speaker and plans introductions for chapter meetings. Provision of information to speakers about the chapter prior to the presentation will be helpful.

4. Another committee is responsible for follow-up letters to participants.

5. Related activities (special research projects, news release about the series, etc.) may be planned.

EXPENSES

Letterheads and postage for correspondence.

SUPPORTERS

advisers
school administrators - approval of project
local chamber of commerce - selection of speakers
business and community leaders - speakers for the project

PUBLICITY

competition in competitive events program (a member would be responsible for a project report)
pictures for chapter scrapbook
news releases to local media, including school newspaper
news article for Tomorrow's Business Leader

TIME FRAME

can be a continuing project for a whole chapter year

FOLLOW-UP

Some type of evaluation should measure the chapter's benefits through learning.

SAMPLE QUESTIONS FOR SPEAKERS*

1. Can people be persuaded to buy things they don't really need? Is there anything wrong with this?

2. Is there a conflict between ethical behavior and the pursuit of profit?

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*From PROJECT AWARENESS materials from the National office of FBLA-PBL, Inc.

3. What kind of incentives encourage people to work.
4. Do workers share the profits of your business?
5. How important is the pursuit of profit in your life?
6. Many economically successful people have attained their success by working six and seven days a week or working 10 or more hours a day. Some have experienced ulcers, broken marriages, and other stress. Are these things necessary for success? Will you expect to encounter these?
7. Does government's minimum wage law affect the number of employees you have?
8. Why did you decide to go into this particular business?
9. Do you agree that most people work harder if more money is in it for them?
10. Does the consumer always want what's good for him/her?
11. Tell us your secret for success.
12. What is your opinion of the greatest cause of business failure?

Chapter 24

TAXES AWARENESS PROJECT

By Larry Rowland

TARGETS

chapter members

ECONOMIC CONCEPTS

taxes
tax structure
investment
savings
support of government

OBJECTIVES

--to create an awareness of the history of taxation in the U. S.

--to understand taxes as a source of government revenue.

--to understand the magnitude and opportunity for waste created by the Federal budget.

--to enable members to complete their own tax returns.

DESCRIPTION

A committee is appointed by the president of the chapter to arrange the showing of films and to prepare other chapter programs relating to taxes. The length of the anticpated project will determine the number of activities that is planned. This could be a year-long project.

Members work through study guides provided under the UNDERSTANDING TAXES program of the IRS. If large numbers of members are in a class where tax information is provided, this might be done as part of a regular class.

Chapter programs might include: an attorney to speak on government's role in taxation, a CPA to speak on the responsibility of keeping accurate records; a tax service representative to speak on the preparation of tax returns.

Depending upon member knowledge of taxes through this and other projects, a related community service or fund raising activity might be planned. (See Chapter 21)

Members plan one or more working meetings in which they prepare their own tax returns.

As the project progresses, remember to send thank-you letters to those who participate in the project.

METHODS AND MATERIALS

UNDERSTANDING TAXES series, IRS (Call nearest IRS office.)
YOUR FEDERAL INCOME TAX, IRS
(For rural schools, the Farm Supplement to UNDERSTANDING TAXES would be helpful.)
Films: "Money Talks"
"What Happened to my Paycheck?"
"The Subject was Taxes"

TIME FRAME

Three to four months; longer if chapter interest is maintained.

RELATED ACTIVITIES

A pre-project taxes information poll among members, in the school, or in the community

A post-project survey or exam to measure members' learning.

Follow-up evaluations of each portion of the project.

Thought-stimulating speakers or debates on tax-related topics: "Is the property owner overtaxed?," "Should the Federal Government Have the Right to Use Social Security Taxes Collections for Social Programs?," etc.

Chapter 25

FREE ENTERPRISE FAIR

By Charles M. Ray

This activity description is based on the Free Enterprise Fair at Bowling Green, Kentucky. The fair is a two-day, annual event and is sponsored and managed by individual faculty members at Western Kentucky University, representatives of area businesses and industries, professional and trade associations, and the local chamber of commerce. The fair has been conducted for six years during the last week in September.

A specimen copy of the program booklet for the fair may be obtained by writing to Free Enterprise Fair; 514 Grise Hall - Western Kentucky University; Bowling Green, KY 42101. Ask for a copy of the most recent fair program booklet.

TARGETS

Secondary School Students within a 150-mile radius of Bowling Green, Kentucky
College and post-secondary students in Bowling Green and the surrounding area
The General Public in Bowling Green, Warren County and a seven county surrounding area

ECONOMIC CONCEPTS

Any concept
The following concepts/ideas are stressed:

- Competition
- Risk
- Cost of Government Regulation to Taxpayers and Consumers
- Profit as an incentive
- Profit as encouragement for innovation
- Economic Impact of Jobs on Community
- Entrepreneurship
- Freedom of Choice
- Private Property
- Capital
- Relationship of Individual Freedom and Freedom of Enterprise
- Contributions of various industries to economic system
- Productivity
- Responsibility
- Enterprise

- Ownership
- Rule of Law

OBJECTIVES

--to increase understanding and awareness of free enterprise foundations among the target groups.

--to provide a forum for discussion and debate of economic issues.

--to demonstrate the value and contribution of the business community through jobs, taxes, contributions, and philanthropy.

--to highlight the advantages of a free enterprise economy as related to alternative systems.

DESCRIPTION

Under the theme "Free Enterprise--The Way America Gets Things Done," the fair is managed by a steering committee comprised of educators, business people, and students. A chairperson and two co-chairpersons for each major activity make up the steering committee. Sub-committees for each major activity may enlist additional members. The steering committee is led by general co-chairpersons, usually one educator and one business person. There is no paid staff. All work is voluntary. The year-long project is financed from revenues generated by the sale of exhibit space, program advertisements, and banquet tickets.

The following list of sub-committees and the brief explanatory notes suggest the magnitude of the two-day event.

Activity Committees

General Session and Keynote Address

An evening session, open to the general public, featuring a well-known advocate of free enterprise. Keynote speakers have included President Ronald Reagan, broadcaster Earl Nightingale, columnist Jack Kilpatrick, and economist Mike Mescon.

Exhibits

Businesses, industrial companies, professional groups, and student organizations construct educational exhibits which depict economic concepts, some facet of a free enterprise economy, or the contributions of the exhibitor to the local economy. These exhibits are not trade-show exhibits. Up to 20,000 people have viewed the 70 exhibits at a single fair. Exhibit space is sold and a committee works with exhibitors in plannning and designing exhibits.

Lecture Series

Four or five lectures are conducted by corporate executives, small business people, or professional lecturers. Firms whose executives have lectured at the fair include General Motors, Hospital Corporation of America, Eaton, FMC, Colt Industries, Firestone, Western Kentucky Gas, Wendy's, Jerrico, Ball Corporation, Flowers Industries, and CBS News. Area high school and college students are the major audience for the lecture series. The lecture hall seats 750 people. More than half of the lecturers have spoken to capacity crowds.

Executive/Student Forum

College and high school students are invited to have lunch with area business executives in small groups. Students ask questions and discuss issues and concerns with the business men and women.

Educator/Business Banquet

Area educators from all levels and business people meet for food, dialog, and a formal presentation by a speaker familiar with the needs of educators and committed to the inclusion of economic concepts in the schools.

The Great Free Enterprise Debate

The University debaters and business people, public officials, or other interested parties conduct a parliamentary debate on a current issue, such as the Federal Reserve's interest rate policies, government-financed medical care, and the social security system. The audience participates by sitting on the side of the auditorium occupied by debaters whose side of the issue they share and moving if the debaters succeed in changing their persuasion.

Entrepreneurship Series

Successful local entrepreneurs video-tape their "stories" for presentation to student groups and the general public. Following the final video-tape presentation, the business people appear at a "live" panel discussion and question/answer series.

Film Festival

At intervals throughout the two days educational films are shown. Titles have included Libra, Chickenomics, The Second Battle of Britton, and the Kingdom of Mocca. Some films are scheduled especially for high school groups.

Free Enterprise Essay Contest

Area high school students write themes about a free-enterprise related topic. Cash prizes are awarded to the top three winners. Winners, their parents, and their teachers are invited as guests to the banquet.

Employee Night

Special programs for all facets of the fair (exhibits, lectures, films, etc.) are planned for employees of local business and industry who attend the fair after working hours on one of the two days.

Supporting Committees

Finance

(budget, accounting, all financial activities)

Program

(publish descriptive booklet, including schedule of activities, sponsored free enterprise messages, and advertisements)

Advertising

(sell program advertisements)

Public Relations

(arrange all media coverage, luncheon and accomodations for broadcast and print media, press conferences for visiting dignitaries, purchase paid media coverage, encourage public service announcements, print public relations pieces)

Education

(publicize the fair among secondary school teachers, administrators, and counselors; conduct the essay contest)

Hospitality

(arrange hosts and accomodations for out-of-town lecturers and other participants)

Physical Facilities and Transportation

(schedule physical facilities for all activities and arrange shuttle bus service from a nearby shopping center where parking is adequate)

OTHER PROJECT AND ACTIVITY IDEAS

Shadow Project

Assign members to "shadow" (follow continuously) a business person for one or more days. Various activities can be built around the things that they learn. (South Hopkins (KY) FBLA).

Business Appreciation Banquet

Business leaders and/or chapter supporters are invited to a meal and to answer member questions about their successes, failures, and problems.

Market Surveys and other jobs for business community.

Developing instruments and conducting surveys, aids members in developing understandings. (South Hopkins (KY) FBLA)

Incorporate

Chapter or business can form a legal, profit making corporation, sell shares, and conduct a business. (Profits, Inc., a corporation operated by members of an economics class at South Hopkins High School, Nortonville, KY)

Public Exhibits

Construct exhibit with free enterprise educational theme at a shopping mall or busy office complex.

Publish a Book

Write and illustrate children's book. Distribute to elementary grades and conduct a reading program. Include basic economic concepts in material.

Statement Stuffers

Write or secure economic education leaflets for distribution with local bank statements or utility bills.

School Assembly Program

Plan an economic education program or speaker for an all-student assembly program at your school. Quality must be good and planning must be complete. (Butler County High School, KY)

TV/Radio Spot

Produce or purchase a TV spot with a free enterprise message (such as "Paper Boy" spot available from National FBLA-PBL and Ed McMahon tapes available from Field Services Division.)

Film Production

Produce a motion picture or video-tape film around a free enterprise theme. Arrange for showings to school groups, civic groups, or at a shopping mall (South Hopkins (KY) High School).

Chapter Research Project

Engage members in researching supply/demand or economic impact created by a locally produced or familiar product. Report results as a chapter program or to student or civic group.

Value of a New Job Project

Ask local Chamber of Commerce to assist the chapter in determining the "ripple effect of a new business or industry that creates x number of new jobs in the community." How many other jobs will be created in retail and service businesses? How will city or county tax revenues be affected?

Standard of Living Project

Increase chapter or public awareness of U.S. Standard of Living by activities planned around "What's the Difference?" data available in teachers guide from National Federation of Independent Business, or compare current U.S. data with 100-years-ago data.

Puppet Shows and Skits

Any economic concept can be developed into a puppet show or skit for elementary students, civic groups, or professional organizations.

Floats

Parade floats with a free enterprise theme are good community education devices.

E.Q. Test

Test the public, a school group, or other organizations on their economics quotient, using facts about percentage of profit, cost of government, and comparative standards of living.

Entrepreneurship Series

If school has video taping equipment, tape interviews with local business people. Review details of their starting businesses, finances, difficulties, problems, rewards. Use the films for chapter programs, as a service to classes in the school, etc. A program can be built around the showing of the films followed by a live panel discussion among the business people involved. Audio recordings and slides could be used if video tape is not possible. (Resource person: Dr. Larry Finley; Department of

Management and Marketing; Western Kentucky University; Bowling Green, KY 42101. Dr. Finley has conducted such a program as a part of the Free Enterprise Fair in Bowling Green.)

Highlight Local Business

Numerous methods can be used for highlighting and explaining the nature of local business ventures: slide shows, bulletin board displays, public exhibits, media spots, local broadcast programs, and other applications may be developed as independent activities or as parts of larger projects. Members who engage in such activities should remember to look for the educational element in such activities. Stress the economic principle that you will understand more fully because of participating in the activity.

Brainstorm

Your chapter may wish to conduct a brainstorming session to come up with possible activities. Here are some ideas to get you started.

Speech contest
Organize a business
Produce a video tape
Record conversations with. . . about . . .
Produce a skit
Tell local business success story . . .
Produce aids for elementary school teachers
Plan a program for elementary school students
Skits
Poster contests
Public polls
Debates
Produce information leaflets for grocery bags, bank statements, utility bill mailings, restaurant placemats, etc.
Bumper sticker
Organize "Executive in the Classroom" series
Study cost of public services
Study results of profit incentive

Competition and Your Activities

When you plan a project, stress the learning that will take place among your target group, but remember that you can enter your project report in competitive events. Some suggestions: document every facet of the activity by keeping notes and records, assign the task of preparing the report early so the member can gather adequate information, write the report early and revise it several times, write a business report.

Radio Spots

by Elizabeth Cliburn

Advertise! Promote! Teach! All these activities are possible with a radio spot announcement concerning FBLA's involvement with the free enterprise system. The broadcast industry must give a certain volume of air time each year to public service announcements and FBLA-PBL announcements qualify for this air time. When submitting announcements, submit 10-, 20-, and 30-second announcements as the stations prefer these with the 10-second announcements being the most widely used. Some radio stations prefer having chapter members tape the announcements. Contact your local radio station for exact instructions for preparation and submission of announcements. Include a tag line so that your chapter will receive publicity from the aired announcement. Tag lines might include the member's and chapter's names or "This is ____________________ of the ______________ Chapter of FBLA urging you to support the free enterprise system. . . "

10-Second Announcements

Future Business Leaders of America-----an investment in your future--find out what you can do to help today's youth discover free enterprise. Contact your local school for information.

Future Business Leaders of America--an organization of today's high school students learning about free enterprise. If you're interested in speaking with them, call __________.

Do you really think today's youth is apathetic? Future Business Leaders of America is an organization of today's students learning about free enterprise and the economic system. They need your support. Call __________ to get involved.

This is (member name) of the (chapter name) chapter of the Future Business Leaders of America urging you to make wise economic choices and help our chapter support the Free Enterprise System.

It is our responsibility to keep the Free Enterprise System working. This is ____________ of the __________ Chapter of the Future Business Leaders of America urging you to help support our Free Enterprise System.

Learning more about the Free Enterprise System . . . This is only one activity that your local chapter of the Future Business Leaders of America at ____________________ School is doing to prepare its members for the future.

(Use before an election):
Free Enterprise is the backbone of our political system and its emphasis is on freedom. Through exercising your freedom to vote, you will be helping the Future Business Leaders of America chapter at ____________ School support our Free Enterprise System.

20-Second Announcements

When asked to define "free enterprise," 24% of the general population say they don't know what it is. What do you know about the free enterprise system? This is ___(member)_________ urging you to contact the ____________Chapter of the Future Business Leaders of America if you want to learn more about the free enterprise system.

Free Enterprise offers us choices . . . in the clothes we wear, in the cars we drive, in the kinds of jobs available to us, in the food we eat and in the prices we pay for whatever we buy. Help the _____________ Chapter of the Future Business Leaders of America to support our Free Enterprise system by making wise choices.

30-Second Announcements

Whether we know it or not, Free Enterprise is part of our everyday lives . . . It's at work when we exchange our work for our wages. It's working when we exchange our wages for the various things we buy. It's working when we cast ballots for the political candidates of our choice. It's our responsibility to keep the Free Enterprise System free. The Future Business Leaders of America members at ____________ School are concerned about this. Are you?

How to succeed in business without really trying? Future Business Leaders of America members know that's not possible. An organization of high school students learning about free enterprise, FBLA needs the benefit of your experience so that they can work with the community in finding out what is possible. If you are interested in speaking with them, call __________________ School for details.

This is an independent businessman. He make his own deliveries. Does his own selling. Keeps his own books. To us, he's just a paperboy. But 50% of the people on earth make lower incomes than he does. That's right. With a part-time job, he earns more money than half the people on earth. Because he works in a system that's make this the wealthiest country on earth. Free Enterprise--sometimes we forget how well it works.

World Map Project*

Prepare a map of the world that shows the existing countries of 50 years ago. Color code the map by countries with the various economic systems--free enterprise, socialistic, communist. Prepare a map of the current world and color code in the same manner. Compare the two maps and identify major changes and accomplishments in the countries during the period.

Government Regulations*

Identify ways in which government (city, county, etc.) regulates free enterprise in your area. What are the reasons for these regulations? Identify positive and negative effects of regulation.

Free Enterprise Place Mats*

Prepare FBLA placememats with free enterprise messages, data about local business or local economy, puzzles, games, etc. Distribute to area restaurants and the school cafeteria.

Income/Cost of Living Analysis*

Prepare a map of the U. S. showing per capita income and cost of living data for each state. Identify possible reasons for variations.

*These ideas were prepared by Mrs. Mary Ann Gomer.

* * * * * *

Promotional Messages

by Elizabeth Cliburn

Promotion of the Free Enterprise economic system in the United States has been a part of Project Awareness and FBLA-PBL's various "In Touch With Business" projects. Several methods of using the promotional messages which appear on the following pages are:

Bumper stickers
Bank statements, utility bills prepared by computers
Marquees and signs with changeable messages
Postage meter messages printed on mailings
Company stationery
Time and temperature telephone reporting services
Package inserts for groceries, retail establishments
Speech, poster, bulletin board themes

Newspaper fillers--usually free
Local advertisers may agree to add these to a corner of routine advertisements
House organs (company newsletters)
Promotional giveaways (pencils, pens, keychains, balloons)
Calendars
Napkins, placemats
Absentee sheets distributed to school's faculty

The Messages

Supporting our heritage of free enterprise. . .

Free Enterprise . . . Ask Us If We Care!

Free Enterprise . . . Sometimes we forget how well it works.

Free Enterprise . . . It works because we do.

Free Enterprise and Free People

Free Enterprise . . . That's what America is all about.

Free Enterprise . . . It's Everybody's Business!

Free Enterprise . . . It's a great system--pass it on!

Free Enterprise in focus.

Free Enterprise. . . The building block to our way of life.

Free Enterprise. . . It's the American way!

Free Enterprise. . . It's another word for America.

Free Enterprise. . . A Way of Living

FBLA supports free enterprise.

We support the free enterprise system because it supports us!

Free enterprise is the backbone of America's strength.

Free enterprise is the foundation of a free society.

Our free enterprise systems includes you.

FBLA--In touch with the business of America!

Phi Beta Lambda--the Future's Business Leaders.

FBLA--students learning about free enterprise.

In a free enterprise system, the emphasis is freedom.

Private enterprise is not necessarily free.

Free enterprise is the backbone of our politcal system.

Free enterprise works because competition works.

Free to choose through a free enterprise system.

The Free Enterprise System--America's Amazing Success Machine.

Free Enterprise--Is this any way to live?

The real benefit of free enterprise is freedom itself.

Free Enterprise. . . the way America gets things done!

FBLA . . . helping free enterprise grow

FBLA salutes the free enterprise system

Free Enterprise . . . people make it work.

The free enterprise system is far from perfect but it is the best yet.

Our free enterprise system has served us well in the past and will continue to meet the challenges of today.

What would a day in your life be like without the free enterprise system?

Who profits from profits? People do? Support the free enterprise system.

The future of free enterprise depends upon the future's business leaders.

Make an investment in your future--find out what you can do to help today's students discover free enterprise.

FBLA . . . an organization of today's high school students learning about free enterprise.

The free enterprise system has provided more things for more people than any other economic system in history.

Competing to find better ways to meet the needs of a changing world--that's what free enterprise is all about.

Creating things--and jobs that go with them--that's what free enterprise is about.

Constant product improvement to anticipate and satisfy demand--that's free enterprise.

The Free Enterprise Systems is alive and well in the hands of the Future Busienss Leaders of America at ______________________ School.

The factors of risk and opportunity are the foundations of the free enterprise system.

You can have only what you produce; nothing is truly "free" for long.

The greatest advantage of the free enterprise system is the reward to individuals.

Individual rewards are dependent on one basic principle--business must make a profit.

There's no better way to serve customers than to reward and encourage producers.

The man who is not permitted to own is owned.

Innovation, invention, change, all depend upon the freedom of the individual to stand on his/her own feet.

Productivity. . . the key to a successful business.

The economic system which serves its people best provides maximum freedom and opportunity, furnishes the greatest amount of goods and services at the most reasonable prices (in terms of money or time worked), and brings the highest quality of life possible to all its people.

Free enterprise offers us choices . . . in the clothes we wear, in the cars we drive, in the kinds of jobs available to us, in the food we eat, and in the prices we pay for whatever we buy.

Free Enterprise: An interdependence among those who consume, produce, and control.

Profit isn't the be-all and end-all of business, but it's a lot like breathing. You don't live to breathe, but you can't live without it.

In the free enterprise system the hope for profit encourages new production, investment, and economic growth.

SOURCES OF FREE ENTERPRISE INFORMATION

The following sources may have publications, catalogs, or descriptions of free enterprise information or materials. Write to them describing your project, and they will send information. Many of the activity descriptions in this report refer to materials offered by these organizations.

THE ADVERTISING COUNCIL, INC.
825 Third Avenue
New York, NY 10022

AETNA LIFE AND CASUALTY CO.
Film Librarian
151 Farrington
Hartford Connecticut 06156

AGENCY FOR INSTRUCTIONAL TELEVISION
Box A
Bloomington IN 47401

AMERICAN ADVERTISING FEDERATION
1225 Connecticut Ave., N.W.
Washington,D.C. 20036
ATT:Education and Research Bureau

THE AMERICAN BANKERS ASSOC.
1120 Connecticut Ave., N.W.
Washington D.C. 20036

AMERICAN COUNCIL OF LIFE INS.
1850 K Street N.W.
Washington D.C. 20006

AMERICAN ECONOMIC FOUNDATION
51 East 42nd Street
New York, NY 10017

AMERICAN ENTERPRISE INSTITUTE
FOR PUBLIC POLICY RESEARCH
1150 17th Street, N.W.
Washington DC 20036

AMERICA'S FUTURE, INC.
542 Main Street
New Rochelle, NY 10801

AMERICAN IRON & STEEL INSTITUTE
1000 16th Street N.W.
Washington DC 20036

AMERICAN PETROLEUM INSTITUTE
1801 K. Street N.W.
Washington DC 20006

AMERICAN STOCK EXCHANGE INFORMATION
SERVICES DIVISION
86 Trinity Place
New York, NY 10006

AMWAY CENTER FOR FREE ENTERPRISE
7575 East Fulton Road
Ada MI 49301

BENEFICIAL CORPORATION
Beneficial Building
Wilmington, Delaware 19899

CHANNING L. BETE CO., INC.
Greenfield MA 01301

BOBBS MERRILL COMPANY
4300 West 62nd Street
Indianapolis, IN 46268

CHASE MANHATTAN BANK
Economics Group of the Chase
Manhattan Bank, N.A.
New York, NY 10015

CENTER FOR EDUCATION & RESEARCH
IN FREE ENTERPRISE
Texas A&M University
College Station, TX 77843

CENTER FOR THE STUDY OF AMERICAN BUSINESS
Washington University
Box 1208
St. Louis, MO 63130

CENTER FOR THE STUDY OF PRIVATE ENTERPRISE
University of Southern California
School of Bus. Adm.
Davidson Conf. Center, Rm. 210
Los Angeles, CA 90007

CITIBANK
Economics Department
399 Park Avenue
New York NY 10022

CHICAGO BOARD OF TRADE
141 W. Jackson Blvd.
Chicago IL 60604

CHAMBER OF COMMERCE OF THE UNITED STATES
1615 H Street, N.W.
Washington DC 20006

COMMITTEE FOR ECONOMIC DEVELOPMENT
477 Madison Avenue
New York, NY 10022

THE CONFERENCE BOARD
845 Third Avenue
New York NY 10022

DOW JONES & COMPANY, INC.
The Educational Service Bureau
P.O. Box 300
Princeton, NJ 08540

DUN & BRADSTREET, INC.
99 Church Street
New York NY 10007

AMERICAN TRUCKING ASSOC., INC.
Educational Services
Public Relations Dept.
1616 P Street, N.W.
Washington DC 20036

EXXON COMPANY, U.S.A.
Public Affairs Dept.
P.O. Box 2180
Houston, TX 77001

FEDERAL RESERVE BANK OF
Atlanta GA 30303
Boston, MA 02106
Chicago IL 60690
Cleveland OH 44101
Dallas TX 75222
Kansas City MO 64198
Minneapolis MN 55480
New York NY 10045
Philadelphia PA 19105
Richmond VA 23261
St. Louis MO 63166
San Francisco CA 94120

FOUNDATION FOR ECONOMIC EDUCATION, INC.
Irvington-on-Hudson
New York NY 10533

HERITAGE FOUNDATION
513 C Street N.E.
Washington DC 20002

INTERACT
Box 262
Lakeside CA 92040

INSTITUTE OF LIFE INS.
277 Park Avenue
New York NY 10017

INTERCOLLEGIATE STUDIES INST.
14 So. Bryn Mawr Ave.
Bryn Mawr PA 19010

INVEST-IN-AMERICA NATIONAL COUNCIL INC.
Architects Building Suite 906
117 So. 17th St.
Philadelphia PA 19103

INSTRUCTIONAL MATERIALS CENTER
The University of Texas at Austin
Austin TX 78712

JOINT COUNCIL ON ECONOMIC
EDUCATION
1212 Avenue of the Americas
New York, NY 10036

JUNIOR ACHIEVEMENT
550 Summer St.
Stamford CT 06901

THE KIPLINGER WASHINGTON
EDITORS, INC.
1729 H Street, N.W.
Washington DC 20036

LIBERTY FUND, INC.
7440 No. Shadeland
Indianapolis IN 46250

MANUFACTURERS HANOVER TRUST CO.
350 Park Avenue
New York NY 10022

NATIONAL CENTER FOR VOCATIONAL
EDUCATION
The Ohio State University
1960 Kenny Road
Columbus OH 43210

MCGRAW-HILL BOOK COMPANY
1221 Avenue of the Americas
New York NY 10020

MERRILL LYNCH, PIERCE, FENNER,
& SMITH, INC.
One Liberty Plaza
165 Broadway
New York, NY 10006

MISSISSIPPI ECONOMIC COUNCIL
The State Chamber of Commerce
Box 1849
Jackson MI 39205

MODERN TALKING PICTURE SER.
2323 New Hyde Park Road
New Hyde Park NY 11040

MONEY MANAGEMENT INSTITUTE
Household Finance Corporation
Prudential Plaza
Chicago IL 60601

MORGAN GUARANTY TRUST COMPANY
OF NEW YORK
23 Wall Street
New York, NY 10015

MOTOR VEHICLE MANUFACTURERS ASSOC.
320 New Center Building
Detroit MI 48202

NATIONAL ASSOCIATION OF MANUFACTURERS
Education Department
1776 F Street N.W.
Washington DC 20006

NATIONAL ASSOCIATION OF SECURITIES
DEALERS, INC.
1735 K Street, N.W.
Washington DC 20006

NATIONAL BUSINESS EDUCATION ASSOC.
Dulles International Airport
P.O. Box 17402
Washington DC 20041

NATIONAL EDUCATION PROGRAM
900 East Center Avenue
Searcy AK 72143

NATIONAL FEDERATION OF INDEPENDENT
BUSINESS
Education Dept.
150 W. 20th Avenue
San Mateo CA 54403

NATIONAL SCHOOLS COMMITTEE FOR
ECONOMIC EDUCATION, INC.
143 Sound Beach Avenue
Old Greenwich CT 06870

NEW YORK STOCK EXCHANGE
11 Wall Street
New York, NY 10005

PACIFIC ACADEMY FOR ADVANCED STUDIES
1100 Glendon Ave.
Suite 1625
Los Angeles CA 90024

J.C. PENNEY COMPANY, INC.
Educational Relations Dept.
1301 Avenue of the Americas
New York NY 10019

PHILLIPS PETROLEUM CO.
Public Affairs Dept.
4C4 Phillips Building
Bartlesville OK 74004

PLAYBACK ASSOCIATES
708 Third Avenue
New York NY 10017

SEARS, ROEBUCK AND CO.
Consumer Information Ser.
Dept. 703--Public Relations
Chicago IL 60684

SECURITIES INDUSTRY FOUNDATION
FOR ECONOMIC EDUCATION
490 L'Enfant Plaza East, S.W.
Washington DC 20024

SMALL BUSINESS ADMINISTRATION
Washington DC 20416

SOUTH-WESTERN PUBLISHING CO.
510 Madison Road
Cincinnati OH

STANDARD OIL COMPANY (INDIANA)
Public & Government Affairs
P.O. Box 5910-A, MC 3705
Chicago IL 60680

TAX FOUNDATION, INC.
50 Rockefeller Plaza
New York, NY 10020

U.S. DEPARTMENT OF COMMERCE
Social and Economic Statistics
Administration
Washington DC 20233

U.S. DEPARTMENT OF LABOR
Bureau of Labor Statistics
Washington DC 20212

UNITED STATES INDUSTRIAL COUNCIL
Education Foundation
P.O. Box 2686
Nashville TN 37219

WHEELABRATOR-FRYE, INC.
Liberty Lane
Hampton NH 03842

WORLD RESEARCH INC.
Campus Studies Institute Division
11722 Sorenty Valley Road
San Diego CA 92121

YOUNG AMERICA'S FOUNDATION (YAF)
Box 1002
Woodland Road
Sterling VA 22170

FREE ENTERPRISE
AUDIO-VISUAL MATERIALS

These materials would be helpful in a chapter's self-education activities, for chapter programs, or for showing as part of a project or display on economic education. The entries include the name of the material, identification (film--16 mm unless otherwise indicated, filmstrip, poster, sound/slide presentation, etc.; and other available information.) If the source address is not given in the entry, check the "Sources of Free Enterprise Information" section of this guide.

"Chickenomics." Film. Story of San Diego Chicken. Modern Talking Picture Service.

"Enterprise." Filmstrip - cassette program. NFIB.

"Free Choices and Free Enterprise," Sound - visual kit. National Schools Committee for Economic Education. ($20.00)

"Free To Choose," 10 PBS Milton Friedman programs on free enterprise and free people available on video tape or 16 mm film. (Available from Penn Communications, Inc., 1350 West 20th Street, Erie, PA 16502) Expensive.

"The Incredible Bread Machine." Film. World Research, Inc. Animated.

"The Incredible Voyage of Mark O'Gulliver." Film. 25-min. Chamber of Commerce of the United States.

"Is There Competition in The System?" Film. (Order #4908 from Modern Talking Picture Service) 14 min.

"The Kingdom of Mocha." Film. Modern Talking Picture Service. 26-min. Animation.

"A Loaf of Bread." National Schools Committee for Economic Education. Sound - visual kit ($20.00)

"Nancy Posters." National Schools Committee for Economic Education. Set of seven posters on productivity, capital, profit, freedom, and inflation. ($5.00)

"Special Report: Free Enterprise" A slide - sound series (available from Prentice-Hall, Media, Inc., 150 White Plains Road, Tarrytown, NY 10591) Emphasizes: nature of mixed economy, profit motive, potential for control of our lives, and competition.

"A Sound Investment." a sound - slide or sound - filmstrip program available from National Schools Committee for Economic Education.

"The System." Film. (order #4905 from Modern Talking Picture Service) 15 minute discussion of meaning of free enterprise.

"What's The Difference?" (poster available from NFIB)

"What's In A Shirt?" National Schools Committee for Economic Education. sound - visual kit ($20.00)

"Wheel of Economic Progress." Poster. National Schools Committee for Economic Education. (.75)

"Who Profits from Profits?" Slide presentation. Chamber of Commerce of the United States.

"Why the Price?" Slide presentation. Chamber of Commerce of the United States.

BIBLIOGRAPHY

These materials would be helpful to a chapter in planning economic awareness activities and projects. Write to the publisher for information concerning availability and prices. Many of the items are free. Price information is given when it is known. Addresses of publishers, when not given in the entry, are listed in the "Sources of Free Enterprise Information" section of this guide.

Advertising Council. "The American Economic System and Your Part In It," "Employment and Your Part In It," "Productivity and Your Part In It," and "Inflation and Your Part In It." (booklets available from the Council)

Allen, John W., David G. Armstrong, and Lawrence C. Wolken. THE FOUNDATIONS OF FREE ENTERPRISE. (Order this booklet and other economic education series from Center for Education and Research in Free Enterprise)

"America: The Trillion Dollar Lemonade Stand." American Fletcher National Bank. Pamphlet. (Indianapolis, IN 46277)

"American Enterprise Milestones," (poster available from Phillips Petroleum)

"American Enterprise Series." Films. Free. Supplementary Project Material Available. Phillips Petroleum or Modern Talking Picture Service. Topics: Land, People, Innovation, Organization, Government.

AMERICAN ENTERPRISE TEACHING NOTES (free newsletter to advisers; order from Playback Associates

Amoco Public and Government Affairs. "IT'S A GREAT SYSTEM: PASS IT ON," booklet and posters available from Amoco Public & Government Affairs Department, P. O. Box 5910-A, MC 3705; Chicago, IL 60680.

Campbell, Sally R. OUR ECONOMIC SYSTEM, Sears, Roebuck, and Company.

Campus Studies Institute. "As We Change the World . . ." (pamphlet)

Campus Studies Institute. "Economic Freedom . . ." (pamphlet)

Campus Studies Institute. "SOME PEOPLE THINK THAT THE GOVERNMENT . . ." (poster)

Chamber of Commerce of the United States. "The Profit Pendulum." (free booklet)

Chilton, Kenneth W. and Murray L. Weidenbaum, SMALL BUSINESS PERFORMANCE IN THE REGULATED ECONOMY (Public Policy Discussion Series), NFIB. (pamphlet)

Commonwealth of Virginia. THE AMERICAN FREE ENTERPRISE SYSTEM. Division of Secondary Education, Department of Education, Commonwealth of Virginia, Richmond, VA 23216. (curriculum guide)

"Company - A Look at an American Enterprise." Film (order #11919 from Modern Talking Picture Service) 28 minutes

Cooper, Arnold C. "ENTREPRENEURSHIP: STARTING A NEW BUSINESS," NFIB (pamphlet)

Free Enterprise Fair. (Reproductions of Executive Lecture Series and Fair Programs available from Free Enterprise Fair, 514 Grise Hall, Western Kentucky University, Bowling Green, KY 42101.)

"Free Enterprise and Free Men," Financial Executive, July, 1974, pp. 24-30.

Free Enterprise Project, Phillips Petroleum (developed for DECA as a national project)

"How To Teach. . .Profit, Competition, Productivity, Automation, Without Using Formal Economics" National Schools Committee for Economic Education. (Valuable for advisers, $2.50)

"How We Live and Work," National Schools Committee for Economic Education. (Secondary grades, $5.50)

IBM. "THOUGHTS ON THE AMERICAN BUSINESS SYSTEM," (booklet available from International Business Machines, Armonk, New York 10504)

Indiana Project for Consumer & Economic Education. (Available from Indiana Council for Economic Education; Purdue University; West Lafayette, IN 47907)

"Introducing the World of Work." National Schools Committee for Economic Education. (Elementary grades, $4.50)

NFIB, TEACHER'S GUIDE TO ACCOMPANY "WHAT'S THE DIFFERENCE?" (teacher's guide and poster)

National Business Education Association Yearbooks. (Advisers will find many helpful materials about basic economic principles and concepts in the various annual editions of this yearbook.)

Phillips Petroleum. THAT'S WHAT AMERICA'S ALL ABOUT (booklet)

Reader's Digest Reprints. (Reprints of economic education articles; order list from Reprint Editor, The Reader's Digest, Pleasantville, NY 10570; charge for ordered reprints)

Textron Corporation. "HOW FREE ENTERPRISE WORKS AT TEXTRON," Textron Corporation, Providence, RI 02903. (booklet)

Weidenbaum, Murray L. "THE FORGOTTEN CONSUMER . . ." NFIB (pamphlet)

"Where Does the Money Go?" National Schools Committee for Economic Education. (play, $2.00)

"Where's The Money To Buy Park Place?" American Fletcher National Bank. Pamphlet. (Indianapolis, IN 46277)

World Research. "INFLATION: A CLOSER LOOK" World Research, Inc. (Poster)

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